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ABSTRACT

This handbook for the nonprofessional provides basic information, organizational suggestions,and program ideas for operating child care programs which do not require advance registration or regular attendance. The focus is on child care provided in conjunction with "family-centered programs" (such as parent discussion groups) where parents remain on the premises and retain primary responsibility for their children as well as sometimes participating in caregiving. Information and worksheets are provided on developing a child care philosophy, organizing a child care program, planning a schedule, using space and equipment effectively, working out conflicts, and training caregivers. The characteristics of family-program child care, such as the unpredictability of the population of children needing care and the variety of individuals serving as caregivers, are taken into account. Appended are additional practical aids including a detailed description of children's developmental characteristics with appropriate related activities and equipment, sample bibliographies, ideas for a child care notebook, and sample materials from a few parent centers. (Author/JA)

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CARING FOR THE KIDS

DURING

FAMILY-CENTERED PROGRAMS:

A PRACTICAL WORKBOOK

BY

ALEXI LYMAN AND JESSIE CRANE

WITH

IDEAS AND EXPERIENCES CONTRIBUTED FROM

PARENTS PLACE SOUTH
PARENTS PLACE WEST
YOUNG PARENTS PROGRAM
PARENTS PLACE NORTH EAST
PARENTAL STRESS CENTER
TENNEY NURSERY & PARENT CENTER

ART BY JUDY STANSBURY

PREPARED UNDER A GRANT FROM THE WISCONSIN STATE PREVENTION AND WELLNESS COMMISSION
TO THE COALITION FOR FAMILY SUPPORT NETWORKS

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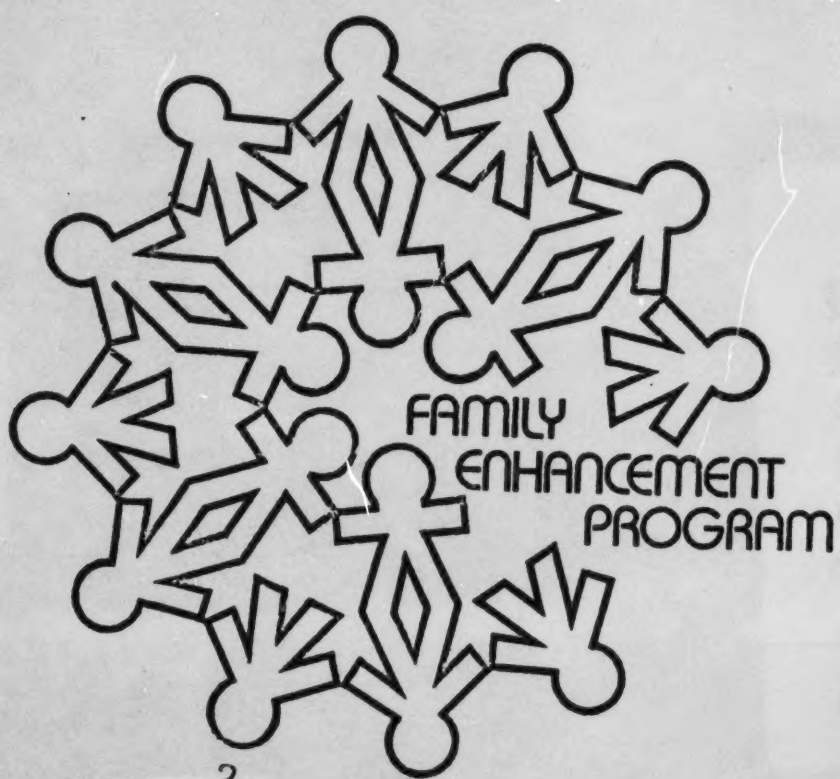
About this Handbook . . . .

Communities all across the United States are developing new kinds of programs that involve families with other families for enjoyment, learning, and mutual support. Typically, these programs have some inter-generational components. Children and adults may participate together in the same activities much of the time in some programs. In addition, there are often times when children who attend with their parents need to be cared for separately. This handbook shares ideas and experiences from a number of family-centered programs located in Madison, Wisconsin.

A companion handbook to this one is "Facilitating Parent Centers." That handbook focuses more on programming for adults. Both handbooks can be obtained from Family Enhancement Program, 605 Spruce Street, Madison, Wisconsin, 53715.



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CARING FOR THE KIDS DURING FAMILY-CENTERED PROGRAMS

A Practical Workbook

PREFACE

History and Purpose of the Workbook:

The purpose of this manual is to provide ideas and materials to assist family-centered programs in providing care for children who come along with their parents for programs which do not require, usually, advance registration or regular attendance. Thus, we are dealing with programs which will usually not require state licensing. We are also dealing with programs for which the available literature about child care programming is not very appropriate.

Several organizations working cooperatively on family programs in Dane County, Wisconsin, became aware in 1979 that we shared common concerns about the provision of good quality child care in these informal settings. With the help of many staff people, participating parents, and other volunteers, we began developing a training program and workbook materials for our own use. We now wish to share what we have learned.

A Real Life Story

An experienced day care consultant was invited to help improve child care at a parent drop-in center. Filled with confidence in her ability to help, based on successful experience in group day care centers, she was surprised to find the drop-in setting baffled her. As she began to understand the situation more clearly, after several visits, she decided to develop a training program for volunteers. Out of that effort, this handbook has been developed.

Definitions:

In this workbook, "family centered programs" means programs in which parents, children, and in some cases other adults, are present at the same location at the same time. At these programs, children may be cared for by their own parents, by other adult volunteers, older children under adult supervision, or by persons who are paid for caregiving. Whoever the caregivers may be, the childrens' parents remain on the premises and retain primary responsibility for the children. The primary sorts of "family centered programs" with which we are concerned are parent centers and parent discussion groups. Other programs which might also gain some help from this workbook include church school programs as well as "Mother's Day Out" programs which are sometimes offered by churches, and child care programs offered while parents participate in classes or sports at YMCA's or YWCA's.

There is another set of programs designed to care for children on a drop-in basis while parents are busy with other things: programs such as shopping center child care, bowling alley child care, and paid commercial drop-in care centers. These commercial programs are not the focus of this workbook, yet caregivers in commercial programs may also find the book of some use.

How to Use This Workbook:

We suggest that you read the entire workbook quickly, yourself, to guide your decision on how it might help your program. If your program has a child-care coordinator, or a child care committee, or a volunteer coordinator, one of these may be appropriate to guide further planning based on the workbook.

The manual contains several sorts of materials:

(1) information which can be read by caregivers and coordinators, either all at one time or as needed.

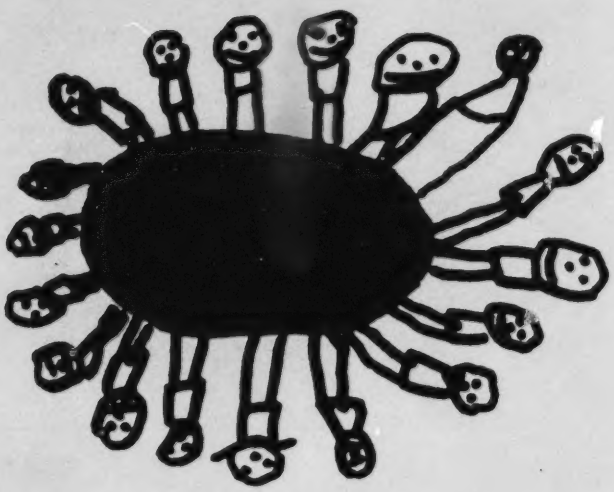
(2) worksheets that can be used to develop the philosophy and ideas of a particular program.

(3) worksheets that can be used as part of a training program for caregivers.

(4) worksheets and ideas to help implement the child care program, day by day.

Worksheets follow each chapter.

You are free to photocopy worksheets for your use.



CHAPTER I

UNIQUE CHARACTERISTICS OF FAMILY-PROGRAM CARE

When children come along with parents to a family centered program, they enter a childcare setting that has a number of differences from more traditional programs such as nursery schools, Montessori programs, full-day early childhood programs, or after-school day care programs. The uniqueness of family-program child care stems from several special features, described below.

1. Different Individual Children. Typically, the population of children on any given day is unpredictable. Some children may attend often and be comfortable with the program and well-known to caregivers. Ohter children will be there for the first time. Unlike most childcare programs, there will probably never be a time when everyone is thoroughly settled into the program, comfortable with a familiar routine and familiar peers. This feature poses some difficulties for caregivers; it deprives them of ongoing relationships with children, and it prevents them from learning in depth about particular children's needs and interests. It makes planning more difficult. There are also potential positive results of all this variety: (a) a caregiver may find the day stimulating and challenging because of its very unpredictability, and (b) children, once they are helped to feel secure, can gain in ability to adapt, can practice adapting to change.

2. Unpredictable Number of Children. Three children may attend, or thirteen.

A Real Life Story

> For 3 weeks, a steady group of 6 or 8 children have been attending. Today, a special topic has attracted more parents. Fifteen children are here--how can you cope? One Parent Center handled the situation like this....

After a quick conference among parents who attend regularly, it was decided to ask parents of five infants to let them stay with the group of adults discussing the topic of the day. People agreed to take turns holding the babies, and parents agreed to carry their child out of the discussion when/if the child was disturbing others. That left 10 children for the single regular caregiver to look after--too many! Although none of the adults wanted to miss the day's program, an agreement was reached that one parent would help with child care during half the discussion time, and that the program staff person would also take a turn, during the other half of the time. The staff person then helped several of the older children get into their snowsuits and took them outside for half an hour before snack time and story reading.

3. Wide Age Range of Children. In programs which have a well-defined age limit, or programs (such as church schools) in which there will usually be enough children for regular age-groupings, age range causes few difficulties. However, many family-centered programs, because parents attend to meet their own needs on a particular day, can expect to be caring for infants, toddlers, preschoolers, and kindergarten children all at once. If school is out, the age range may expand, as for example in summertime or at evening programs. Because of the different interests, skills, and needs of children in different age groups, caregivers will find it difficult to plan activities. There may be a temptation to over-use the older children as caregivers for the younger ones. Positive outcomes of the age range include an opportunity to create a family-like feeling: older children may enjoy teaching and caring for younger ones; toddlers may imitate older children and learn to interact. There may be learning, both intellectual and social/emotional, that is not measured in projects neatly completed or orderly story times accomplished.

A Real Life Problem

Today you have prepared a special art project for 4- and 5-year-olds. They will be using paste, paint, and scissors. You want to help them have something to take home that will show how skillful they have become. But today there are several new toddlers, and they all want to paste, paint, and use scissors. How will you deal with this?

4. Children of Caregivers. Persons who volunteer to do child care in a family-centered program may need to have their own children accompany them. This will add to the number of children to be looked after (a negative factor) but may provide a valuable experience for the caregiver's child (a positive factor). Welcoming the caregiver's child can enable that person to perform a volunteer service which would be impossible otherwise.

5. Children are not always the major focus of the program. When the needs of parents or of the family as a whole are being dealt with, there may not be adequate time or energy to develop a really fine child care program. This can be very frustrating for those adults who want very much to focus on the child's individual needs. However, it can be argued that helping a parent, or helping relationships among family members, will, in the long run, serve a child's well-being even more than any short-term child care situation, no matter how superb.

A Real Situation at a Real Parent Center

When the Center opened that spring morning, there was a discussion topic planned, a child caregiver ready, and a series of children's activities scheduled. But among the parents who dropped in was a mother, with her five children, who had never come there before. She needed very much to talk and be listened to. The children needed a homey, supportive play situation, with some individual cuddling and talking. So on that morning, the planned topic, and the planned child care activities, were set aside for very informal getting acquainted. The same family has returned many times, and now the oldest of those children (age 11) often helps with child care.

6. Location of the Drop-In Childcare. Often the location available adjacent to the program for parents is less than ideal for childrens' programming. The space may need to be adapted from another use. It may need to be completely set up and then put away after each use. Desirable modifications may not be possible because they will interefere with needs of others who use the same space. More positively, because the same

children will not always be in attendance, the location is not so likely to become stale for them. And, with planning, any space can be used more creatively.

7. Choice of Time for Programming. Some family-centered programs are scheduled at times that meet the needs of adults and are far from optimal times for children. For example, a program may need to meet in the evening, when children who attend will be tired. Or, naptime may fall in the midst of scheduled parent meetings, when an infant still needs a morning nap. Unless caregivers can find ways to cope with tired, cranky, or sleeping children, it will be impossible for some parents to participate. With careful arranging to fit the needs of children a different yet special child care time can result.

8. Proximity of Parents. In family-centered programs such as those we are concerned with, parents will always be near by. Positive effects of proximity include: parents are always available if there is an emergency; children may feel more secure in the knowledge that parents are near; communication among parents, children, and caregivers can occur. Some not so positive effects include: noise made by children may annoy parents, or make them uneasy; parents may object to interruptions by children or caregivers, especially during discussions of sensitive personal topics; caregivers may be sensitive to being always subject to observation and possible criticism by parents.

9. Purpose of the Program: Respite, Crisis, or Support. From time to time, practically all families experience special needs for respite or support. While not every drop-in program would list these as primary purposes, most programs do include them among their purposes. As a result, programs need to foster an environment open and encouraging to the expression of any emotional concerns that need discussion and support. Being observers

or participants at such times can allow valuable learning for other parents, caregivers, and children. Support can be provided for a child as well as for the child's parents, all of whom are inevitably affected in some way by a situation that is difficult for one of them.

A Real Life Story

> Cynthia brought her three-year-old Joel into the center one cold morning and began to zip him out of his snowsuit. Her eyes were red and her face looked anguished. At a sympathetic question, she began to cry. As parents and children gathered for informal visiting before the morning program, one parent sat down with Joel on her lap, while a second parent brought Cynthia some coffee. Gradually the story unfolded--a terminally ill relative, some sleepless nights, feelings of estrangement and guilt--all perfectly normal, reasonable, and terribly hard to bear. Others shared their similar experiences, Joel was rocked and told "mother feels sad today." Cynthia was listened to and felt supported.

10. Different Individuals as Caregivers. Rarely will a family-centered child care program succeed in maintaining the constant presence of a single caregiver or group of caregivers, except when the program has stable, adequate money to hire caregivers. When caregivers help out only irregularly, each caregiver will naturally have some difficulties adjusting to the environment and the interpersonal situations that may arise. Children, and caregivers who are working at any one time together, will be aware of differences in rules and expectations of different adults. Some strangeness and confusion in relationships will exist. Any consistency in caregiving that a program achieves will need to result from planning, since it cannot usually result from the consistent presence of the same persons. Some positive features of having different caregivers may be: the enthusiasm and energy of caregivers, variety and excitement for the children and the opportunity for children to become accustomed to change and variety.

11. Use of Volunteers for Childcare. There are many positive results of using volunteers. A volunteer brings interest and motivation to the

work. Volunteers bring a variety of ideas and ways of doing things. The use of volunteers saves money--indeed, it provides a kind of funding that is often absolutely indispensable. The training of volunteers, in training programs and on the job, extends the goals of programs into the families of the volunteers as well as to other program participants. Some problems in the use of volunteers include the clash of "styles" and ideas--with lack of time to work these things out. Lack of training, and inexperience, can be problems, as can failure to meet obligations. Sometimes, transportation can be a problem for volunteers as well as for other participants.

Real Life Clashes

One day, a parent brought potato chips to pass to all the children, at a center where parents often contribute snacks in an informal, unscheduled way. Another parent was genuinely distressed about potato chips not only for her child but also for other children. "We shouldn't give kids junk like that," she flared angrily. "That's terrible nutrition!" The first parent was quite hurt and offended. Her intention was to share something good with other families, and she felt rejected.

At another center, a volunteer caregiver brought materials and plans for an Indian project to do with the children--they would make headbands with paper feathers, and sing, "One little, two little, three little Indians...." A staff person wanted to object because she felt this was stereotyped programming that would offend native Americans and would reinforce children's inaccurate ideas about that ethnic group. Yet it seemed too late, and discourteous to a volunteer, to intervene.

Eventually, both these situations got worked out through discussion among members of the parent Board, and others. It would probably have been wise to take a look at some values issues like nutrition and ethnic programming before the program ever started. Eventually, perhaps these programs will put together a written set of guidelines to explain any positions that the group decides upon. For example, a statement might say: "We would like children to have nourishing, wholesome snacks, such as _____, _____, or _____. Except for special occasions such as birthdays, please avoid bringing snacks that contain much sugar."

12. Money Limitations. Money for family-centered programs seems always in short supply. While everyone involved in the programs can see problems related to money shortages, there may also be some positive results. Programs are accessible to more people if they are low-cost or no-cost. Lack of money can bring participants together to work at creative ways to function that do not cost a great deal. If programs had enough money to buy all the teaching, listening, friendship, support, sharing, and childcare that families needed, then family members might not develop the sharing, caring, supportive ties among themselves which are goals of family-centered programs.

$ $

Thus, we find many different realities that affect child care offered during parent programming: from an unpredictable number of children and wide age-range to space problems and money limitations. These unique features help create a kind of child care that is both complex and simple--one that requires real planning and fairly straightforward programming.

The goals and philosophy of the authors will probably become clearer to you as you read. But we are not presenting ourselves as "the authority." It is important for your program to work out its own goals, philosophy, and ways of working.

For us, the worksheets that follow each chapter have been helpful. We urge you to gather several people, including some parents, to use the worksheets together. For us, it has been helpful to have everyone individually write answers, and then go around the group and listen to each person's ideas. Out of shared experiences a plan can grow.

CHAPTER I WORKSHEET

Developing Your Own Philosophy of Child Care

a. What are children like?

b. What are the five-six most important needs of children in general?

c. What do the particular children in care at your place need the most?

d. What do the children in care at your place need from caregivers?

e. What kind of rules should there be?

f. What kind of nurturing from caregivers?

g. Whose needs are your program's primary concern? (parents? children? families? List in order of importance.)

1. _____

2. _____

3. _____

h. What is most important in your program?

____1. a safe place
____2. parents have time without children
____3. learning how to do things
____4. children have chance to relate to other adults
____5. an interesting and exciting place
____6. a chance to be with other children

GOALS (what you want to happen for each child during that hour, or two or three). Name as many as you can:

GOALS (what you want to happen for each child during that hour, or two or three). Name as many as you can:

CHAPTER II

PUTTING TOGETHER YOUR CHILD CARE PROGRAM

Now that you have thought out your own answers to the worksheet questions in Chapter I, you have begun the process of developing your own special set of goals and your own unique philosophy about child care. It may be you will want to review your original ideas in a few months to see if the thinking of your group has changed at all based on more experience. Be sure to keep sharing these goals and ideas as other parents or caregivers get involved. It's not fair or reasonable to expect others to understand your child care program goals unless you find ways to share. So as you plan, keep in mind at least these two ways:

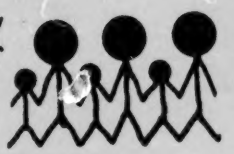
1. Make time to talk about the child care program - time with parents, and time with those who are doing the actual caregiving.
2. Begin making a notebook or file for the child care program, to be kept where everyone involved can look at it, and can perhaps contribute ideas or plans. (See the Appendix for more detail about this.)

Chapter I was intended for the overall planning group of your family-centered program. With Chapter II, we begin to focus more on the people who will actually make the child care part of your program operate.

You may have already started to meet with other parents or you may still be in the early planning stages. Very quickly you find it is time to decide what to do with the children when adults want to turn their attendtion to talking, relaxing or doing tasks. That can be an interesting and fun challenge for families to take on together. One way to begin is to build your program around the people who are already involved. Begin to pull together the needed resources by asking: What needs to be done?

Who will do it? When? What will be needed to get it done? What will it cost?

A Real Life Story



The people who started one Parent Center spent a great deal of time and energy planning to meet the needs of parents, and pretty much assumed that child care would go well without planning. For a time, more and more parents came. Discussions were lively, child care went comfortably. Then suddenly for three weeks in a row more than 25 children appeared at each drop-in time. There was not enough room, not enough equipment. Caregivers did not have enough activities planned to appeal to the variety of children. No one had thought through a schedule or philosophy about caring for the children. By the third week, both children and parents were unhappy about child care, and several families never returned to the program.

In the beginning, there is usually a group of founding parents and/or staff. Somebody must start things--a meeting, a conversation, or a task force. Practical questions will jump up. Who: will do the care? make the decisions? do the planning? provide supportive supervision? When? Where? How will it be funded? You will need at least a small source of funds or donations and dedicated volunteers. This part of your program will need somebody to take primary responsibility. It could be all of you if you have a lot of time you would enjoy spending this way to start things off. It could also be a committee, a board, a single staff person, or an active parent. Later there will be ongoing decisions and responsibilities. The same person or group could continue at a less intense pace to take this role. Or the role could be carried out in rotation for a specific time period, by different persons.

Now, who will actually do the child care? Some groups take this on as one of their primary reasons for being together. All are happy to take turns being the primary caregiver for a few hours. Making it a learning as well as sharing experience, one major focus of the group could be discovering not only things that help them parent, but also how to

provide the best situation for children in a group. This parent cooperative model has much to offer to everybody. Often it is the experience that leads an adult to develop this interest into something further. A parent may decide to become a family day care provider or a teacher in programs for young children. Or this role may enhance the adults' own enjoyment of children within the family. Or it may just be an experience to savor for the challenge and joy involved.

But there are also reasons for doing it another way. The group may have a very different reason for meeting. The major purpose for gathering may be to have an hour or so without children while adults in the family refresh themselves or learn something new. Not every parent enjoys caring for groups of children. Some parents have very important other skills and strengths to offer and share. In that case some parents could become involved in child care with others taking on other roles in keeping your program going. Or volunteers could be used with parent or staff backup. Or a child care person could be hired. Or a combination of the above. The arrangements need to be thought out and need to fit the goals and uniqueness of your group.

More aspects to be considered include training, support, and emergency coverage for the caregiver(s). Good care involves enough adults, depending on the number and ages of the children. Since these are somewhat unpredictable, you will need contingency plans and coverage. You will also want to design some flexible but firm policies to help things flow. With lots of "people changes" children need other things to be stable and predictable. Parents, too, will be more comfortable knowing what to expect and what is expected. Schedules, materials, rules, food, information, use of space, and ways to communicate will all demand your attention. More about some of those later.

Before you begin the worksheets for this chapter, here's a summary of different ways we have seen family-centered programs staff child care:

1. Paid child care personnel. The Family Focus Center in Evanston, Illinois, for example, has several full-time child care workers paid out of a variety of foundation grants. In contrast, Parents Place in Bloomington, Indiana, collects a fee for each day a child attends; if the fees collected that day are not enough to pay the caregiver(s), a local church has agreed to pay the balance. Parents Place North East in Madison for a time employed one caregiver through the Work Experience Program, a federally funded program thatprovides short-term funding in order to give young people entry-level experience and training. The Tenney Nursery and Parent Center in Madison began with a charge of $1.50 per session for toddlers who came with their parents to enjoy the beautiful play loft, toys, and activities planned by a piad early childhood teacher. Parents also remain in the playroom to provide supervision and watch the children; at the same time, they can be visiting informally with other parents and with the staff people.

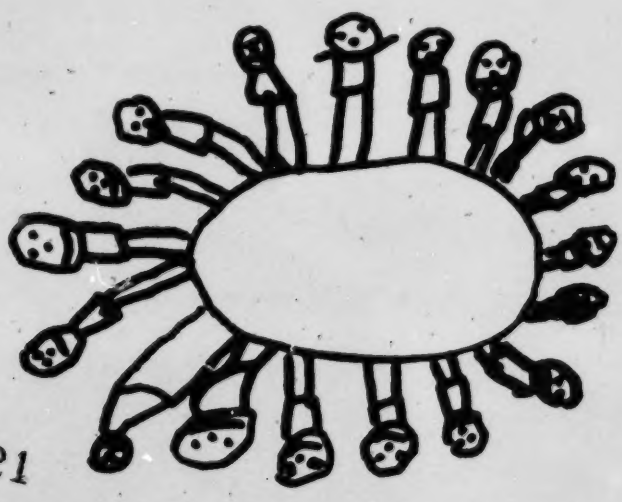
2. Local volunteers from outside the center, such as adolescents, college students, older adults, or middle school schildren. If your program is located in or near a public school, students at the school, with the cooperation perhaps of the home economics department, might be allowed to help you; this can be an important learning experience for both boys and girls. Your program might seek approval as a site for college students who are required to do volunteer work for a course, or might be acceptable as a practicum site for students in child development. You might be able to identify a particular community organization whose members would "adopt" you and provide care through a rotating group of volunteers. From our

own experience, however, we know volunteer commitments to child care are not easily maintained. At the very least, some regular person must provide on-going communication, training, support and genuine appreciation to volunteers!

3. Parents who are participating in the drop-in program. A number of parents, who are willing to do child care on some days rather than be at the adult program, might form a rotating team. Parents Place South in Madison has used this approach, setting up a schedule that rotates every six weeks. There are often parents, however, who simply do not want to do any child care--they have dropped in for relief from children and for the stimulation of adult conversation.

4. Open child care. Children may share the room with parents and all care for the children cooperatively. Several programs we know have chosen this option for some of the times when they are open.

5. Parents as resources when there are too many children for staff to look after. Programs may develop a definite understanding that neither children nor regular staff will be exploited on a heavy attendance day. Parents will then need to seek a fair decision as to who will come to the rescue, do child care, and thus miss the adult program.



CHAPTER II WORKSHEET

Putting Together Your Child Care Program

Who will start things?

parent/staff	or	a committee	or	board task force
_____		_____		_____
_____		_____		_____
_____		_____		_____
		_____		_____
		_____		_____

Where will you meet? _____ When _____

Goals and Purposes (see Chapter I worksheet)

_____

_____

Who will be responsible for:

1. making decisions _____

   How? (policy statement) _____

   _____

   _____

   _____

2. handling funds and agreements _____

   Purchase materials, snacks, etc. _____

CHAPTER II WORKSHEET (continued)

3. Who will provide child care?

rotating parents	or	parent/staff team	or	Volunteers and/or hired person

Among child care people, who will:

be primary or lead caregiver _____

do planning _____

greet parents and gather information _____

prepare snack _____

clean up and organize _____

communicate with parents and staff _____

4. Who will provide supportive backup?

supportive supervision of caregivers _____

training of volunteers _____

provision of care in emergencies (regular caregiver is ill, or too many children are present for regular caregiver) _____

CHAPTER III

CHILD DEVELOPMENT AS A BASE FOR CHILD CARE

Understanding children is essential to optimum care-giving. Children are different from adults, and they are different from themselves and each other at different ages. Our relationships with children and our guidance of them depend on our learning who they are, what they can do, and what will help them grow and thrive. There are things that we all need to know about children, however we learn them.

Understanding of children can be gained in many different ways. One can spend a lifetime studying the intricate growing/learning aspects of child development. There is no end to the information available from books, magazines, and classes. Yet, many of the finest parents and caregivers we all know are understanding and skillful without formal education on the subject. Some seem to have absorbed these abilities in their own childhood or by watching others or by doing what seems right. However, most of us, no matter how much understanding we have developed, feel we have more to learn. We continue to seek models and shared information.

Parents and other care-givers sharing what they know of child development is often a supportive part of parent center programs. As care-givers, various ages and levels of experience can mix: teens, parents, grandparents. We can see a variety of children. Together, we can notice individual differences and the contrasts of ages and stages. By watching, by telling, we can learn much from children and from each other.

A Real Life Story

At Parents Place South, one spring, it seemed as if a different baby learned to walk every week. One week, Kevin let go his cautious hold on the furniture and ventured across the carpet. Another morning, Beverly took her first five steps, then sat down hard with a complacent smile. Leah toddled from one friendly lap to another, the next week.

Each of these great moments was greeted with applause and cheers from the parents sharing coffee in the playroom. The three babies took their first steps at such different ages--10 months, 12 months, 14 months...yet all were developing normally and at the "right" pace for them.

The people responsible for child care may be a team of parents, or hired caregivers, or volunteers, or staff. Each time they provide child care, they will need to gain some understanding about the children who are there. Luckily, at parent centers, one has at hand an expert on each child--that child's parent. The parent will be near by if needed and can share information with the caregivers.

A Real Life Story

Four-year-old Jamie often came to Parents Place with her family day care provider, Cathy. Whenver the caregivers-of-the day were people who didn't already know Jamie, Cathy would explain that Jamie is deaf; show how to speak directly to the child's face so she could read lips; demonstrate how to put back Jamie's hearing aid if it came out of her ear; and show the caregivers two of three simple bits of sign language. With Cathy nearby in case of special need, Jamie could then fit into an hour or two of child care activities quite comfortably.

There are some important general ideas from child development that caregivers and parents will find helpful. One way to look at development is to divide it into areas. Five areas would be: Physical, Cognitive, Aesthetic, Social, and Emotional. These developmental areas are intertwined, not really separate, but they make a handy way to look at things and plan for the whole child. Here we will will look at the five areas briefly, in terms of drop-in care.

Physical development. The physical concerns are growth, health, nutrition, safety, and small and large motor skill development. Since children are with you for only short periods, you will not be dealing with this area in depth. Physical concerns will remain primarily parent responsibilities, unless your program should elect to involve public health nurses or other specialists.

You will need to know about a child's health to explain why she is

crabby today, for instance, and you will want to prevent others from being exposed to something contagious.

You can model good nutrition practices at snack time, and provide food as a socializer and comfort to children.

You are responsible, with parents, for making the environment safe. And supervision for safety during child care is part of your job.

Skill development may occur incidentally as a result of activities or equipment you provide--perhaps a climber for large motor skills, or a variety of jigsaw puzzles for small motor skills. Thinking ahead about different skill levels will help you plan a satisfying play time. Much boredom, unhappiness, and misbehavior can be avoided if activities are available which match each child's skill level. A complex scissors project will frustrate a very young child, but he can be encouraged to simply cut at random, or even to tear paper instead of using scissors. Older children will create excitement, sometimes disrupt the group, if all the toys are "baby" toys. For a child, the opportunity to do something that is within her range is very satisfying.

Cognitive development. A drop-in caregiver is not primarily a teacher, so cognitive or intellectual lessons are not the goal. Your role in cognitive development is that of responding to a child's curiosity and or providing an interesting environment.

However, realizing how children think can help your plans work out. Knowing what a child can or cannot understand can help you avoid expectations that frustrate. Even those things children "know" may be known in ways we adults have forgotten about. Words in a child's vocabulary don't always mean understanding in an adult sense.

Aesthetic development. Art, music, dance, and experiments can be pleasant and satisfying for children and caregivers as well. Just remember

to let the child show you his own creative ideas and level of skill. One line of paint across a page can be the "art" of a toddler. It is the making that matters, not the product.

Aesthetic projects in a drop-in setting may serve primarily as a medium for relationships. Conversation, and the sharing of paste containers around the table, can help to build friendships, and even self-esteem.

Social and emotional development. These are the areas that seem to be at the heart of a drop-in program at parent centers. Parents want their children to be secure, enjoying themselves and have a chance to be with other children. Some also want their children to have the experience of being with adults from outside the family.

Some of the most visible issues in drop-in care are around attachment, dependency, separation and stranger anxiety. Security with the new adult is essential before activities and other children can be enjoyed. Infants and toddlers, especially, must cope with saying goodbye to Mom or Dad before anything else matters.

A Real Life Story

> Every week, two-year-old Orin cried when his mother left the play room to join the adult program. Every week, Carol swore she would just let him cry, not return when he sounded so miserable. But often she did go back and comfort him, or bring him into the adult room to sit on her lap. Gradually, Orin began to be willing to sit on the lap of another adult in the room. Then he began to be willing to leave that room and walk back to the child care room, along with that other adult. Now at last, Carol can just say goodby at the play room door--but Orin still needs occasionally to go peek into the adult room, just to make sure Carol is really there.

Preschoolers older than Orin may or may not be a little further along, depending on experiences and their personal "style." Even for considerably older children, it is important to find out what sort of relationship the new adults are offering. All the children need security while they are checking out the new environment.

For any parent unfamiliar with the idea of separation anxiety, it can be a real shock the first time it is experienced. That friendly extrovert who was your 7-month-old last week suddenly clings and cries. This response is sometimes so extreme that it upsets other children as well as shaking up the adults. Each child does it in his/her own unique way.

A parent center may be just the place to begin the separation process in a safe, familiar environment, with the parent near by. Both parent and child often need support and reassurance in learning to separate. The caregiver and other parents can provide guidance in deciding when to make that break. Once the place and caregiver are familiar, it is sometimes best not to drag out the process. The child soon knows where the parent is, and that they will be together again. Whether and when a child joins the adult group must be decided, based on the needs of parent, child, and the other parents. It's important to be flexible and respond to the uniqueness of each parent and child, and group of people. In order to facilitate separation, it may be a good idea for the parent to help the child find an activity or get involved. Transition objects for the child, like a blanket or a doll, may help. When the parent is ready to leave, it's time for a hug, reassurance about coming back, and leaving, with the caregiver prepared to take over. Gentle, firm certainty from the parent will be worthwhile, even if hard. Whenever a comfortable separation routine is established, both parent and child will benefit from some time apart.

Since relationships are a basic part of child care in parent centers, let's look at a way to think about them. Adult/adult and child/child matters will be in a later section. In this chapter we'll look at what children need from adults at different times. Infants are dependent and

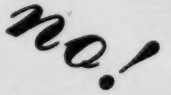
need to be held close and nurtured. But even a toddler is beginning toward the developmental tasks of independence and competence. Adults may not only give nurturing, but also limit-setting, protection, and room to grow.

Erik Erikson is a psychologist who identified 8 socio-emotional stages of human development. Looking at the first three, let's see what implications there are for parent-center child care. (The full chart is found in Appendix A.) One stage follows another, but there is no exact "right age" at which a stage will occur. The needs are present not only during that stage but run through our lives; however, the tasks of the stages seem more important at particular times.

The first stage begins at birth. It is known as trust, and one must remember that we all need it, especially in times of stress or crisis. Older children often regress when feeling insecure, and the adult will find it helpful to realize this in times of transition. During this stage, the child gains a beginning sense of self and, if all goes well, learns to trust caregivers who pretty much represent the world. The adults give a lot of nurturing and protection. It is very important to respond to the child's crisis which may indicate hunger, discomfort, or a need for touch or stimulation. Even in a short period of time one has to consider feeding, changing and provisions for rest as well as things to look at and hold. Your attention and ability to comfort require that there must be fewer children for each caregiver when infants and toddlers are present. Very young children feel good about the world and themselves when their needs are met, and this includes holding, playing with them, and talking to them. When planning for infants or for any child who needs security, or for a stressful time, it is helpful to focus on certain things. Relationships mean consistent, attentive handling by a familiar person.

If there are several caregivers, it is a good idea to make each one mainly responsible for a small group of infants and toddlers. Calming, soothing activities provide a positive atmosphere. Make everything as simple, predictable, and familiar as possible, without too much stimulation or too many choices. Where limits must be set, make them clear and child-proof as much as possible.

The next stage is autonomy--best known as the age of "no!" It can happen any time between 18 months and 3 years. The child is needing to assert him/herself. It's time for making choices to express that "I am me." This is often a time of conflict with adults. "No!" means power. The child needs ot have some power--some safe choices to make. The child also needs protective, firm, gentle limits. The adult must be flexible in providing choices and interesting things to do. A sense of humor often helps. In addition to choices, these children need more space. Focus on activities in which children can be successful. Remember that it is "doing what I can, in my way" which counts. For instance, in an art project, young children need to paint or color for their own enjoyment of the process, rather than for the finished product.

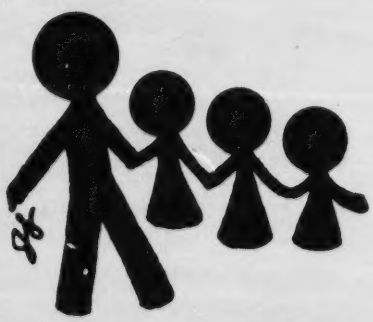


The third stage, which includes 3-6-year-olds, emphasizes initiative and expansion. Adults become a little less important and making friends their own age becomes increasingly important. The children have many of their own ideas, and more often start than finish things. Most of the time excitement is at least as important as security. Now there is room for projects, though it is still best that the product be their own. Adults provide materials and help with skills, and the children usually have the ideas. Building, puzzle-solving, exploring, collecting and dramatic play are important additions to other activities. Make sure there is room for active play, outside if necessary. The adult's role is often one of

setting the stage for an encouraging group interaction. Ideas and ability to facilitate are now more important than attention and physical availability and a caregiver can handle more children at this age.

One last but very important idea is that of individual differences. Each child has many qualities that say to you, "I'm me--don't treat me like just anybody else." When we talk of stages, remember, children have stages at their own pace. There are days when a child needs to act and be treated younger than usual. Having a relationship means knowing the individual. Children like different things, can do different things, and respond differently to the same approach. Since relationships matter so much in parent centers, get to know each child as best you can. When children come often, watch and listen. Parents can pass on some useful information when a child is new. Then stand back and watch once in a while and spend some time on one-to-one focused attention. When you can do this, you'll find things will happen more smoothly.

The concepts of ages and stages can be useful in many ways, for planning, setting up and guiding activities. Appendix B can be used as a resource and checklist. It includes a section on ages, characteristics and activities from the Family Day Care Handbook prepared by Community Coordinated Child Care in Dane County, Inc., 1974.



CHAPTER III Worksheet A - Observing the Uniqueness of an Individual Child

Practice noticing the unique qualities of one child. (You will usually do this in an informal way, but doing it this way can be a good idea when you are puzzled about your own connection with a certain child.)

Child's first name _____

Age: _____ years _____ months

Mention some unique qualities of this child (a stranger could use these to pick out the child from others after watching for a while):

_____

_____

_____

_____

_____

Child's favorite things:

_____

_____

_____

Child's "unfavorite" things:

_____

_____

_____

Something you and the child both enjoy:

_____

_____

_____

CHAPTER III Worksheet B - Planning Based on Ages & Stages

When you have infants:

How do you arrange to have enough adults?_____

_____

How can you arrange for one primary caregiver for each 3-4 infants and toddlers? _____

Do you have information and food for an infant that gets hungry? _____

Do you have diapers, wipes and any other changing supplies? _____

Do you have a place for changing and a place to keep supplies? _____

Is there a quiet place to sleep? _____

Do you know the child's sleeping habits (blanket, pacifier, on stomach, etc.)? _____

When you have two-year-olds:

What limits are necessary? _____

_____

How can you child-proof to avoid head-on collisions? _____

_____

List some interesting choices you can provide: _____

_____

_____

For the three to six-year-olds:

What opportunities are there for being very active? _____

_____

What can you set up to encourage group play (dress up, a building project, etc.) _____

_____

What is new or presented in a new way to provide excitement and a spirit of adventure? _____

_____

For all the mixed ages you usually have:

Think of a focus that could be used for all the children, a theme with materials that all could share for some part of the time.

Think of a way that for part of the time, each group with similar skills could do an activity just for them. You will have to juggle time, space and materials.

CHAPTER IV

TIME FLOW AS A BASE FOR PLANNING

There is no standard clock time when all parent programs will be providing child care. But there is a set of kinds of time that we generally use. Having at least some consistent routines provides children with the security they need. It also gives caregivers a way to plan a smooth activity flow. This schedule doesn't fit all-day care but it is adaptable to any 1-3 hour child care time.

Each kind of time or time unit has its own demands for relationships, expectations, atmosphere and types of activities. The very simple version might look like this:

I. Planning and preparation.

II. (a). Entering and greeting time.

II. (b). Before parents leave, when parents, children and caregivers are there.

III. Leaving time and any time needed for comforting and settling.

IV. One kind of space/time/activity.

V. Snack or change of pace activity.

VI. Again, snack or change of pace.

VII. A time just before parents are expected - may call for something flexible and calming.

VIII. Actual reunion and leaving.

These can be used in planning for all possibilities.

Time I: Before anything else happens the caregiver needs some time to plan and prepare. It can be done anytime between childcare days. Often, even though planning is done, and materials have been brought, some time is needed for final arranging just before the children come. Sometimes

this time is hard to protect. It means getting there before parents and children. It may mean telling staff and early arrivals that you need some task oriented time. Early parent and child arrivals could possibly be directed to the playground or parent group space. If you clearly and confidently communicate that this time is important, others will be more likely to respect it. Include it on any written schedule that parents may see.

Time II.(a) When parents and children are arriving there are several goals to be considered. Some of your choices will depend on the kind of space you have. If parents groups are held in another room, it may be easier for parents to bring children and move on. Both parents and children deserve a welcoming greeting. New parents will need some orientation. Some children will need help in making the transition. and there is often information that requires sharing at this point. It's helpful to have more than one person share these tasks. Perhaps a parent who has been around a while could greet parents, help out new ones and get information. This person could still join the parent group. A staff person could also do this. The child care person could then greet and help children to separate and get involved.

Because of the unpredictability of attendance at most parent centers, certain customs can be used to make this time smoother. New parents will have many questions. Have the greeting person well prepared to tell and show. Some handouts, like a recent newsletter or schedule could be handy.

Belongings, especially those necessary for infant care are most useful if marked. Cubbies (maybe ice cream cartons covered with contact paper) can be tagged with child's name. Masking tape is handy for marking a cubby

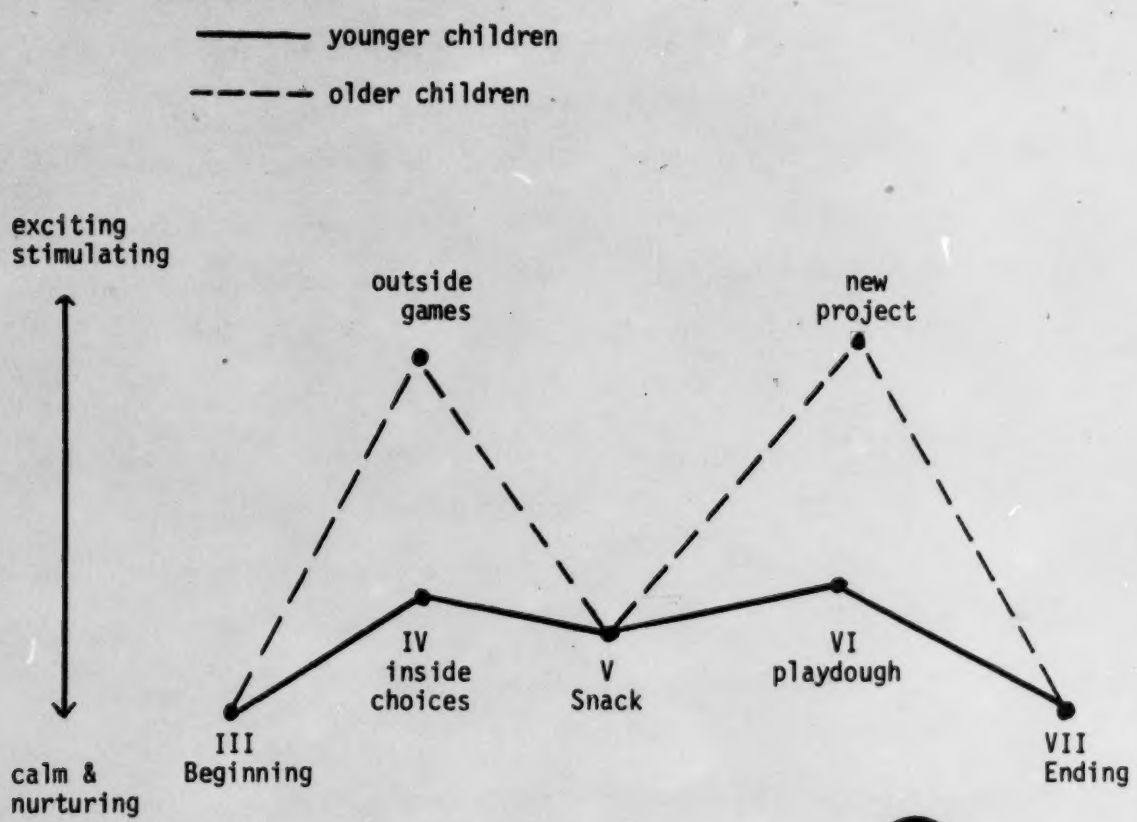
as well as other items including bottles and spoons. Notice which children bring which comfort items or things to share. Whenever anyone is new, children or caregiving helpers, nametags for children (and sometimes caregivers) are very important. Having your name used raises one's comfort level considerably.

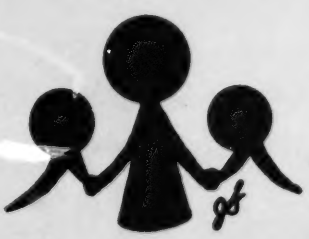
This is also the time for information exchange. A system for asking important questions about children helps integrate new people. A card file or book might carry each child's name, birthday and age, and any individual facts that matter. Foods that cannot be eaten and any allergies would be included. For infants information about eating, changing and rest could be included and updated regularly. In addition, any specific information for that particular day should be passed on. For instance, a child may be especially tired or irritable. Or a new skill has been learned. Or there may be a special caution about a fear. It's important to have this information in writing and available to all caregivers. Think up a system that suits your group.

Time II. (b). During the time of arrival and until the parents group starts, there may be parents and children and caregivers all at once. It's nice to have a caregiver, free from greeting duties, to help everyone find a place. At this time part of the room could be already set up for play so that some parents can help their children settle. Eye catching toys and activity choices can help children separate from parents. The caregiver uses her/himself to help parents and children separate. To help the child you may use a toy, an activity, or interaction with yourself. Which one depends on which children are involved. Through this time you can decide by observing whether it would be best to gather the children to an activity at the same moment parents go to group. Having a cue of their own such as circle time

might work well for the children. With another group already involved in play, it would be best to let things continue as they are for a while after parents leave.

Times III, VII, and VIII. Usually transitions, coming and going, hellos and goodbyes, are the hardest times for all. It is a good idea to make those times as mellow, predictable, and nurturing as possible. Very young children need some of this throughout. But older children will need interesting activities and some excitement in between. Your plan might resemble this:





IV, V, and VI are your flexible times to use according to the length of your program and special group needs. For instance: a short program might have free choice activities, snack and one planned activity for each of two different age groups. A longer program might have an outdoor time, a group project time, snack, a free choice time, and a music and movement time. If you have a sense that children are hungry soon after they come, snack would be nice right after parents leave and provide a kind of nurturing to help make goodbyes easier. Or if children come right after a meal, snack could be a calming, ending activity.

One of the secrets of time planning is balance. <u>One balancing act is between nurturing protection and giving the opportunity for independence and competence</u>. The balance relates both to time slots and to developmental stages. As above, nurturing is more important for all at transition times. The youngest children need much familiarity, predictability and closeness to an adult. The "autonomy" seeking ones need choices and gentle limits. The older ones need space, stimulation, and the chance to accomplish. The diagram on the preceeding page shows this kind of balance in action in a two-hour program. Here are some examples to fill it in:

III. The beginning could be a circle with songs, finger plays and "telling" about the day.

IV. - Older children could be taken outside with balls for games.

- Younger children could have quieter access to choices of dress up, toys, and blackboard.

V. All together for snack and visiting.

VI. - Older children have a loosely structured but challenging craft activity.

- Younger children could have a short time on the playground and then playdough for inside. (Time periods are often better for

younger ones if short.)

VII. Stories, books or peaceful movement activities in the group.

Another balance is between physically active and less active things to do. Even in a short program some individuals and many older children will need to move around. It's best to plan it. The danger is that it will happen anyway, sometimes turning into "misbehavior." Active means large motor or using all muscles and limbs in movement. For some it's enough to just use those muscles. Climbing and building with big blocks inside will do. Toddlers can use riding toys inside. But be sure to notice and provide for any high energy kids who need actual adrenalin-pumping activity like running and lifting heavy things. They can do other things better if they know they will have a time to use that energy. The opposite side of this balance beam is physically quieter things using hands, eyes, and ears. Alternating between active and other kinds of activity often works well. It would be an error to go from sit-down project, to books, to songs, to snack, to puzzles. And if your program lasts more than an hour and includes children under 5, you wouldn't want to spend the whole time hiking, running, and rough housing.

Another balance is between adult-structured and free flow by children's choice. An extreme of either can interfere with smoothness. Children need choices and chance for initiative. Too much adult dominance can bring on boredom and conflict. However, the other extreme can be exhausting for all. Adults provide security and protection by using skill to plan the overall flow. A few activities that are structured can relax and calm. Make room for both kinds by looking at your time units. For example:

III. Finger play and flannel board story. Adult led.

IV. Dramatic play, block set up, and table activities. Free choice activities.

V. Snack-Food planned, free flow conversation following children's interest. Combination.

VI. Outside- Free use of equipment and space with caregiver joining in children's games. Child choices.

VII. Story telling and books. Adult led as a calming time.

Time unit VII: Just before parents return is again a pre transition time when a calm, mellow atmosphere makes it nicer for everyone. It is also essential to make room for some time flexibility. Though the parent group has an intentioned ending time, it isn't always exact. So your last activity is one that can last longer and can be brought to a close easily. Story telling, books, relaxing exercises, easy going group games are handy ways to use this time. Be prepared to do few or many and make sure an ending point can be easily reached when parents come.

Time VIII. This is that time when parents come back until all leave. Again this is a time for communication. Saying goodbye is a courtesy and often especially important for children. This time the caregiver may have information to pass on to the parents. It's good to let final cleaning up take secondary importance until they leave. But also let parents know if it's important to you that this time be limited. If there are reasons for some parents and children to stay around longer, just be sure all understand who then has responsibility for children and make it clear if the caregiver now has another role.

When all are gone, it is a good time to take a moment to ask and make a note of what worked and what you would like to do next. Following this chapter are some sample pages to use in planning.

CHAPTER IV WORKSHEET A

"Before" Planning

Date _____

Caregivers: _____ -Lead

_____ -Assistant

_____ -Helper

Theme or Special Focus:

Messages:

Things To Have Ready

Special Activities

Songs, Books, Games:

Meeting Topic:

Snack:

Schedule

	Time (approx.)	Activity 1.	Activity 2.
1.			
2.			
3.			
4.			
5.			
6.			
7.			

CHAPTER IV WORKSHEET B

Checklist

How will you keep track of information about children?

Do you have a plan for greeting time? Who will do what?

Do you have labeled storage places?

Use the chart below to help you look at the balance of activities you have planned.

Time Unit	ACTIVITY	N/C	A/L	S/F
III				
IV				
V				
VI				
VII				

In each space above write the letter that best describes the activity you have planned.

KEY N/C means Nurturing/Competence and Independence
A/L means Physically active/Less active
S/F means Structured by adult/Free child choice

CHAPTER IV WORKSHEET C

"After" Planning

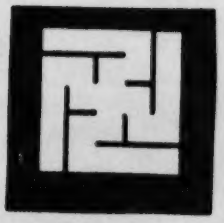
How did it go?

What worked really well?

Were there any problems?

Things to find out	From whom?

To remember next time:



CHAPTER V

USING YOUR CHILD CARE SPACE AND EQUIPMENT EFFECTIVELY

Different Kinds of Space Needs

At different ages children need different kinds of space. The infant needs a safe place to be and to learn to crawl. A toddler needs things to hold onto as he learns to control his body and a safe place for doing this. Open spaces for wheeled toys, games, and pretend play will be used by the preschooler along with space for art activities and small manipulative toys like puzzles, Tinkertoys, or Legos. The schoolager who comes to a drop-in program in the evening after a long tiring day may have a special need for space that allows quiet relaxation, or a private, protected space for homework. In planning your use of space, you will need to define for yourself which age(s) of children you will care for, and look at your space with their eyes. Try getting down on your knees to see how the room looks then!

At different times during a child care program day the caregivers may need several different kinds of space in order to provide the most satisfying experiences for children.

A space for gathering together -- perhaps a carpeted area, or a floor space with cushions, or an old sofa and soft chairs -- can be useful as parents and children begin the day. Or it can invite children to be comfortable together at story time. Or it can be a place to sit on parents laps at the end of the day and sing a favorite song.

A space for active, energetic, noisy play may seem especially useful if your program lasts for more than 1½ hours. In good weather, you may be able to use outdoor space, such as a nearby park. You may be able to use one special area in your building -- perhaps a church basement where children can be allowed more freedom of movement and more noisiness than in the regular child care area. If you are negotiating about space use

with people who share the same building, perhaps you can identify a particular time of day when noisiness is least annoying for them. Particularly for families that are cooped up in small apartments of houses during cold winters, providing an opportunity for active play does a really important service. People who share your building (a church Council, for example) may need your help to understand this.

A space that is easy to clean can make snack time more comfortable for caregivers, who know that spills will wipe up easily. Easy-to-clean space (not on carpeting; near water supplies) can also encourage caregivers to provide a variety of "messy" activities such as play dough, painting, pasting, cooking. If this kind of space is not already available, you may be able to create it, by using a large sheet of heavy plastic on a floor area, and having a large pitcher, or a gallon jug of water handy. A plastic dishpan, a sponge or two, and a roll of paper towels will help also. Easy-to-clean space and "messy" activities, just like space for active play, can be in short supply for children who live mostly indoors in the winter. During nice warm weather, caregivers can consider moving these activities outside, perhaps to a sidewalk, parking lot, or lawn adjacent to the building. Clean-up there might be done with a garden hose!

Quiet, protected spaces are important for a younger child who needs to nap, or an older child who needs to rest or to play quietly alone or with a friend for a time. Cribs, a playpen in a quiet corner, or a soft, pillowed space that is clearly set aside for quiet times -- all have their uses. One program uses an old bathtub, filled with cushions. Another group decided to create a quiet space by moving the upright piano (on casters) to make a barrier across a corner of the room. Some groups of parents have built play lofts, and furnished one part of the loft with mattress, carpet, and/or cushions.

Space that protects children from physical harm means different things for different ages. Infants need protection from rolling off raised surfaces; cribs are one kind of protection. Crawling babies and toddlers need protection from flights of stairs, and from electric sockets that beckon them to insert a hairpin and see what will happen. Active preschoolers need protection from open windows that challenge them to climb outside. Curious, exploring children need protection from poisonous cleaning supplies, and from unsupervised access to the outdoors. Protection from steam radiators, or from unsafe toys and equipment, or even from a particular parent or caregiver who sincerely believes in physical punishment, may all be issues in some program settings.

Real Life Stories About Special Facilities

Using One Room

In Madison, Wisconsin, two different groups of parents each obtained use of a single, large public school classroom for their two different Parent Centers. The two school buildings were located in widely separated parts of town. The two groups of parents had some knowledge of each other's programs, and some similar ideas, but also were quite different from each other in that one group contained more energy around child care, and the other group focused more on support for parents in their own lives. Each group started with almost identical space--a single, large, empty room.

Group 1

The Tenney Nursery and Parent Center

This group with a child development focus produced a magnificent, wonderfully inventive and attractive play loft, which fills the center two-thirds of its big room. In and around the loft are many different activity areas. Parents who come bringing toddlers move about the room, observing the children, enjoying the children's pleasure, interacting with their own and others' kids as they play and learn. In addition parents have a chance to form friendships and carry on discussions with each other. Everyone is delighted with this creative use of space. Yet there is one important limitation--a lack of separate space and privacy for groups of parents.

Group 2

Parents Place North East

The group which focused more on parent support produced a room with more varied space. One end of the room is furnished with carpet, comfortable soft seating, coffee pot, desk, and books. Room dividers purchased from government surplus separate this one-third of the room from the children's play area. At the end of the room farthest away from parents is a play loft designed and built by parents. The center of the room holds child-sized tables, shelves for toys, a sand box, a play pen, and open floor space for play. An important limitation in this situation is that while parents can be physically separated from children, the noise level is sometimes disturbing, and also children find it hard to stay in their play area when parents are so invitingly near.

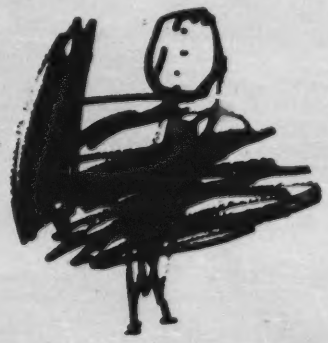
Using Shared Space

Two other Parent Center programs in Madison use donated space in church buildings. Both programs must work cooperatively with the church people involved in Sunday programming and occasional meetings during the week. In many respects, the situations are similar. Yet each has its special advantages and disadvantages.

Group 1

Parental Stress Center

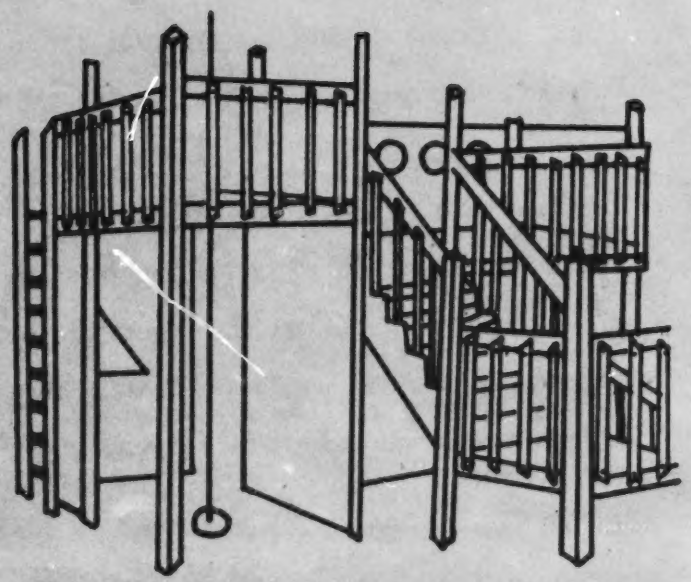
One program has almost complete control of the space from Monday through Friday. Clean-up on Friday is necessary, of course, and careful separation and storage of some supplies that are not shared. The child care space consists of three quite small connecting rooms, very crowded with tables, chairs, crib, play pen, etc. Some of the tables are needed by adults at various times when children are not there. In winter, there is practically no room for active play. Pleasant weather allows the program to expand onto a large front porch and sidewalk area. To balance this child care situation, which is often quite restrictive, the meeting space for parents is comfortable, private, and secluded on the floor above.



Group 2

Parents Place South

The second program which uses church space has access to a very large, varied area, the entire lower floor of the church building. Included are a kitchen, two play rooms, a nap room, a meeting room, a large carpeted room, and an enormous room used for church suppers. There are several entrances, and several sets of stairs. Negotiations about which rooms shall be used, and how, need to be carried on with the Church Council annually (as membership changes) and also with various other groups in the church and the community who also use the space, on a variety of rather unpredictable schedules. In addition to the confusions all this causes, some rooms cease to be available in the winter because the church must reduce heat during the winter months in order to save money. The largest room is used as an active, noisy play area both summer and winter, but in the winter children must wear heavy clothing there because of the cold. Staff must be constantly aware of the dynamics among church people about the use of the building, and keep interpreting why children, with all their noise and messiness, need to be present. Sometimes church people question why parents who are not associated with the church should be welcomed. All of this can be worked out, but it takes constant attention.



Getting and Using Equipment for Child Care

If your child care program begins with an empty room, equipment will be an important and urgent concern right away. If, on the other hand, you are sharing space that is already equipped, you may be tempted to give very little thought to the matter. Whatever your situation, it is desirable for your planning group to take some time to focus on equipment considerations.

From our perspective, it is important to keep equipment costs down, by borrowing, scrounging, shopping for used things, asking for donations, etc. Our programs tend to be very short of money, but long on creative parents and generous community volunteers. Attractive as the beautiful catalogs of nursery school supply companies may be, most of us just cannot afford those beautiful, nearly indestructable chairs, tables, bookcases, climbers, and big wooden trucks. Or at best, we may be able to plan to buy one or two spendid items from the catalog while making do with discards and make-overs for the rest. If you are not aware of these fine catalog items made for young children, you might visit a day care center in your area and ask to see such equipment. Perhaps a group of parents would undertake to duplicate equipment you see and want, thus saving the costs of labor and shipping.

Although children can and will want to do many things on the floor, child-sized tables and chairs are useful. Spills are less likely to occur when painting and drinking are done at a table. Pieces of small toys are easier to keep together. If you also have larger tables, then older children may be able to sit there and not experience too much interference from a toddler.

Furniture for infants, such as cribs and play pens, can usually be borrowed, or purchased cheaply at garage sales. A rocking chair is nice to have.

Equipment for active, energetic play is important, and there are ways to provide this even in a limited space area, and even without extra equipment. To make an indoor slide, one program uses a 4' x 8' folding table which is a regular part of the furniture. The legs at one end are folded flat, so that the end of the table rests on the floor. At the other end, children climb on a chair, then onto the table, and slide down. To encourage climbing, movement, and balance, various re-arrangements of tables and chairs are made, so children can walk on chairs, jump from tables, crawl around mazes, etc. When this active time is over, the furnishings are returned to their original state and children are made aware that the rules for using this furniture are now changed back to normal.

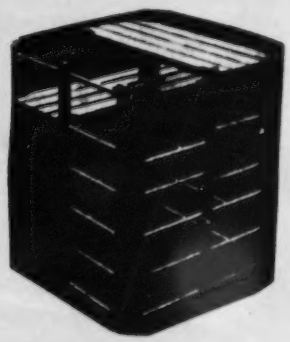
However, the importance of active play is so central to the thinking of many parents centers that they do indeed spend scarce dollars to promote it. Two centers described above built lofts, which stimulate a lot of active play as well as other kinds of activity (dramatic play, quiet private play or rest, etc.). Another center spent $200 to buy a sturdy hardwood climbing structure with several different ways to assemble its parts; the structure is easy to take apart and stores in a small space.

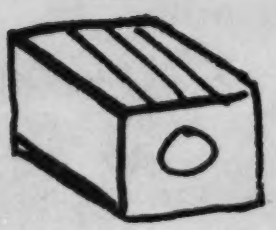
A well-equipped, ongoing, fee-charging child care program may invest many thousands of dollars in equipment, and may possess a great variety of equipment, toys, and materials. For the children who participate, this enriched environment may be very pleasant and beneficial. However, homemade and scrounged equipment can be even more pleasant and beneficial. It is perfectly possible to provide good child care on a shoestring budget for equipment and materials, and that is just what most parent center programs will have to do. To maintain quality and safety, you may

need to refuse or throw away some donations--items broken beyond repair, or too flimsy for active children, or not suitable for your program. It's all a challenge, and a creative opportunity.

Dealing Creatively With the Space You Have

In order to make very good use of the space which your child program needs to work within, you may want to set aside time and energy to do two very specific things: first, to really look at your space, its special characteristics, its special opportunities, and its limitations; and second, to identify one or two individuals who will take space use and space improvement as their special focus for at least a month or two. The worksheet at the end of this chapter is designed to help you do these things.

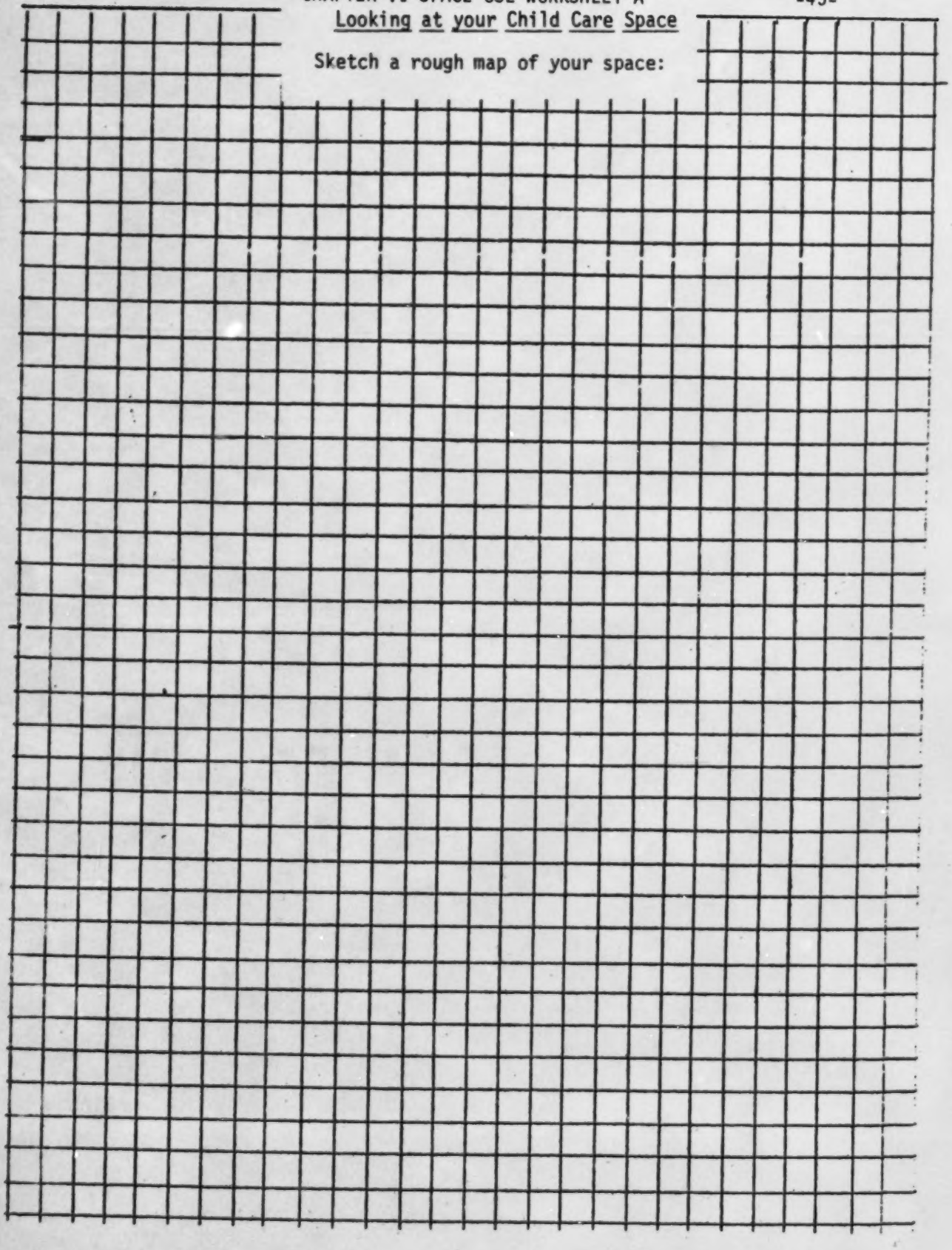




CHAPTER VI SPACE USE WORKSHEET A

Looking at your Child Care Space

Sketch a rough map of your space:



CHAPTER V SPACE USE WORKSHEET B

Improving Your Child Care Space or Use of Space

Locate the following on your map, by number:

1. Gathering space - soft, comfortable, room for everybody
2. Space for messy activities - easy to clean up
3. Nap space
4. Quiet space for one or two children
5. Snacktime space
6. Space for table activities
7. Bathrooms
8. Safety hazards
9. Storage space
10. Outdoor space
11. Fire exits

Do you have all the different kinds of space you need? _____yes _____no

If not, what kinds of space do you need to add in some way?

Can you do this? _____yes _____no

If yes, how? When?

To make changes, are you required to work cooperatively with any other group, for sample, a church group? If so, who is a good contact person? Who will make contact, and when?

CHAPTER V SPACE USE WORKSHEET C

What do you want to improve? Make a list. Then number the list in the order of importance. Use number one for the most important or urgent thing, then number 2, 3, 4, etc.

Which things require money?	Which things can you do for free?
1.	1.
2.	2.
3.	3.
etc.	etc.

Do you want outside help with your planning? If so, where can you get this?

_____

_____

(Your day care licensing specialist might take time to drop in and share ideas, even though you do not need to be licensed. Or a friendly experienced teacher might help you.)

Who in your organization enjoys space arrangements, decorating space, etc.? Who has had experience with taking care of children in groups? Can you get two or more such people together to make a time commitment to study and improve your space? Can you get them to commit to a specific time, and just what they will do?

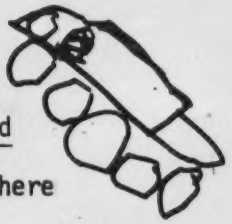
Your space improvers	When?	What?
_____		
_____		
_____		

CHAPTER VI

HOW TO ANSWER "WHAT SHALL WE DO TODAY?"

There are literally hundreds of different activities which caregivers can choose to undertake with children at a parent center. One very useful guide to planning activities is your own preferences: what do you really enjoy doing with children? Singing? Reading? Roughhousing? Cooking? Making Valentines? Playing "This Little Pig Went to Market"? And what do you really enjoy doing for your very own pleasure, that you could find a way to share with children? Do you like to build with wood? Sew? Paint pictures? Repair cars? Make pickles? Play chess? Take a look at those preferences! While you can hardly build a whole program just around activities that are fun for you, you can add to your own enjoyment as well as to the children's, by including things that are fun for you.

Another useful guide to planning is the environment where your program is located. Take a child's eye look around your building, your yard, the parking lot, the nearby street, the park. If you were four years old, would you like a short walk down the hall to the furnace room, to look at pipes and mops and trash cans, and hear the furnace roar, and talk with an adult about keeping warm in winter? If you were three years old, and your program met in a church, would you be thrilled to visit the organ loft, and hear some loud music, and maybe get to press a foot pedal yourself? If you were two, would you like a guided inspection of what's behind the cupboard doors in the kitchen? On a hot morning, would it be fun to play in a tub of water, out in the parking lot, and then have somebody's father or mother open the hood of a car and show you the engine underneath, while you dried off in the sunshine?



Yet a third guide to planning can be an inventory of supplies and equipment that "came with the territory" -- things that are already there so they don't cost either time or effort. If you have a record player, plan to use it. If you have books, look for some really good ones to use over and over. If you have toys and games, give them a critical look, discard or put away things that are really not suitable, and store the useful stuff where you can use it often. The security and sameness of some activities that are always available can help a child feel at home and can make your planning task simpler.

As you plan, you may want to look at the activities suggested for children of different ages, in Appendix B. You might also want to have handy a book or two of ideas and details about activities for children. Your library can probably supply good books. Some centers find it is worth while to buy a few excellent books that can always be available at the center for parents and caregivers to share. For suggestions, see the book list at the end of this chapter. You might want to buy one book mostly about things to do with infants and toddlers, and another book about activities for older children.

Remember that you yourself, the caregiver, are a most important part of the activities you plan. Your participation, your encouragement, ingenuity and limit-setting skill can all contribute to how an activity turns out.

A Real Life Story

> At one parent center, the Wednesday night meeting usually brings out 10 or 12 children, most of them tired and cranky after a day at school. The child care is always a special challenge. In spite of careful planning, things usually get hectic by 9 p.m. when the parents return to take children home. But one evening a tired caregiver said "Joan, I'm so glad it was my turn to work with you tonight. Somehow, your being so calm and good-humored seemed contagious. Those tired kids seemed to relax along with you, and so did I. When you got down on the floor and did deep-breathing exercises with the children I was so relieved I could have cried."

The remainder of this chapter will deal in a sketchy way with some general ways to organize and think about activities.

(1) THEMES. A day's activities can be organized around a central theme such as a holiday, or a season, or pets, or farm animals. Within this theme, probably all the children except infants can find something to do and to be interested in, at least for part of the time. Here are three samples of theme days:

Halloween

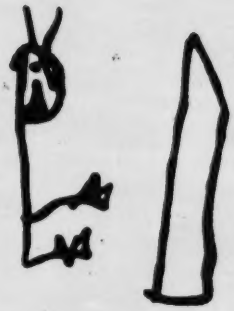
The day is planned to be rather quiet, because children will already be excited and overstimulated about this great day. There are several pumpkins on hand, to be lifted, talked about, cut open, etc. At least one pumpkin gets cut into a Jack-o-Lantern. Some pumpkin seeds get roasted in the oven with a little butter and salt. (Or perhaps instead there are apples to bob for, with parents and children both participating.) There is a table ready for water play, because many children find that calming -- old towels on table and floor, dishpans with warm water, a variety of plastic cups, bottles, and utensils. Probably there is one simple art activity -- perhaps just orange paint and black paint, and white paper. Children may be encouraged to play "Trick or Treat" with each other, wearing whatever dress-up clothes they choose from the center's odds and ends. The day might end with a song, story, or a favorite fingerplay like this:

Five little pumpkins sitting on a gate (5 fingers)
The first one said "My, it's getting late!"
The second one said "There's witches in the air!"
The third one said "But we don't care!"
The fourth one said "I'm ready for some fun!"
The fifth one said "Let's run and run and run!"

Then "Whoo" went the wind (blow through cupped hands)
And OUT went the light (clap hands)
And the five little pumpkins rolled out of sight (roll hands).

Awareness of Self and Others

On this day caregivers have decided to focus on helping children notice themselves and each other. They are careful to call children by name. There is a large mirror in the room, and children are encouraged to look at themselves, perhaps with a friend beside them. With tiny children, caregivers play "this is your nose . . . ears . . . hair." With toddlers, perhaps a can of pressurized shaving cream is used to squirt little blobs of foam on different body parts ("this is your elbow . . .) Children may lie on the floor on big paper and be drawn around, then paint or color them-



selves. At snack time, caregivers mention "John is sitting beside Jennie and Ann". A parent may take Polaroid pictures and help the children look at themselves and each other. Some children might play "Simon Says" with all the instructions having to do with moving various body parts. At the close of the day, the group might sing about each child -

"Mary has a red dress . . .
Jim has brown hair . . .
Joel's wearing blue shoes . . ."

Children might be helped to know the names of various parents, too.

Winter

Children play outdoors at the beginning of the day, in the snow. Inside, the art project of the day is drawing around each hand, fingers held together. The hands are cut out, and a piece of yarn stapled to each paper "mitten". The snack is snow ice cream, made by some of the children:

a big bowl of clean snow
a little sugar
a little milk
a little vanilla
stir and serve at once.

Active play includes running in a big area with "sleds" made of flat cardboard pieces with rope attached. The story might be "The Snowy Day" by Ezra Jack Keats.

(2) FOOD. The special activity of the day can be focused around food, with children spending a good deal of time helping to prepare a snack, talk about the food or the preparation, etc. Some examples follow.

Fresh Vegetables

Perhaps a parent can bring garden vegetables for all the children to enjoy. Variations are endless. For example, a half dozen pea plants pulled up, roots and all, can be put on a table and children can gather around to look at and touch the plants, pick and shell the peas and eat them raw. Some of the shells could be floated in water like tiny canoes. Later, children could cut and paste vegetable pictures from a seed catalog. If play dough is on the program for the day, it might be colored green and some children might enjoy rolling play dough peas or using pea pods as molds for play dough.

Cookies

A patient, un-flappable caregiver can turn cookie-making into a satisfying cooperative activity that will take quite a long time and can involve a fairly wide age range. It is important to keep conversation flowing and provide lots of short "turns" suited to the abilities of different children. An older child may be able to measure flour, while a younger one can pour the measured flour into the mix, and a still younger child can stir the mix for a brief time. The finished cookies don't need to look good -- just be wholesome and taste good. Conversation at the snack table can include trying to remember what we put into the batter. Sharing cookies with parents and the youngest children can be fun for the cooks.

(3) DRAMATIC PLAY. In some form suitable to their age, most children will enjoy having props and encouragement for make-believe play. For infants, this may mean someone to play peek-a-boo or to hide a block under the cushions and help the baby find it! For preschoolers, some old hats, shoes, and slightly-too-big clothes can be combined with a "house" made of a blanket over a table. For school-agers, a construction project using cardboard cartons and tubing might produce a space ship.

(4) PAPER BAGS AND "MAGIC" SCARVES. For that extra few minutes when a caregiver needs to come up with an easy activity, all sorts of "what am I hiding here" games are easy to devise. There are several basic types.

Feeling and Guessing

Put several objects (a block, a spoon, a candle, a lemon . . .) in a paper bag. Let children take turns putting in a hand. They can describe how the object feels, or simply guess and then look.

Feeling and Matching

Prepare two matched sets of objects (2 playing cards, 2 clothespins, 2 toy cars, 2 crayons . . .). Put one set inside a paper bag. Give the child one object from the other set (a car . . .) and have him find the matching object.

Looking and Remembering

Place several objects on a tray. Let children look at the objects for a minute. Cover the objects with a scarf. Unobtrusively remove one object. Whisk off the "magic" scarf and see who can tell which object disappeared. Or, ask children to list all the objects on the covered tray.

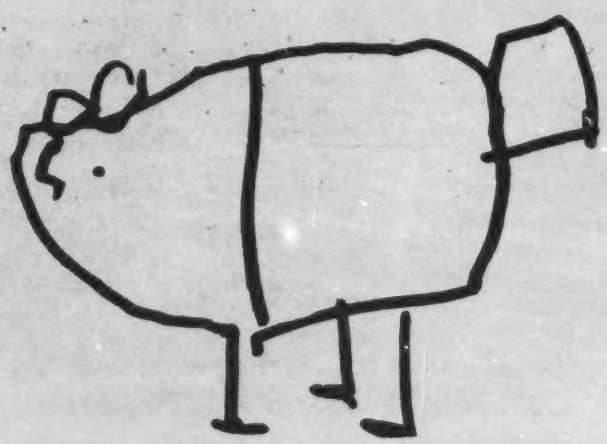
(5) MESSY ACTIVITIES.

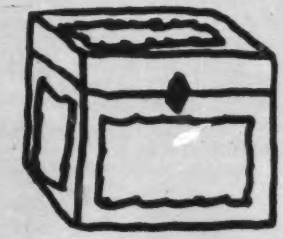
A Real Life Story

Fingerpainting - who needs it! The caregivers at one program felt thoroughly disgusted after their first effort at letting children finger paint. Everything in the kitchen area was a mess, the children's clothes were painty, and furthermore the pictures they'd made on paper turned out wrinkled and uninteresting-looking. But they decided to try again, with more preparation, and more limit-setting. They chose a small square table to paint on. They taped folded newspaper around all four sides, forming a paper barrier to keep paint from sliding off the table. They made four plastic aprons. They allowed only four children to sit at the table at any one time. Instead of using paper to paint on, they put fingerpaint directly on the table. A dishpan of sudsy water and a supply of paper towels were close by. This time, the activity was more satisfying and enjoyable for all.

It may be that your particular location, or your particular philosophy, will not lend itself to doing messy activities like fingerpainting, face painting, bringing in a tub of fresh wet earth to search for earthworms, or painting with whipped soapsuds. But these are options you could choose, and that would be fun for many children.

See Appendix B for inexpensive books about other activities for children.





CHAPTER VII

PLAY EQUIPMENT IS ALL AROUND*

A caregiver can provide a wide variety of play equipment at little or no cost. What is required is leg work, head work and the ability to use what someone else may consider "junk". A child will enjoy and learn from the opportunity to work out and solve his own play needs. It can be very exciting to see the most commonplace items become the basis of long hours of constructive play. The place to start looking is the caregiver's own home.

Don't Throw Anything Away

Once alert to the potential of "junk" it becomes difficult to discard items. Below is a list of common items and ways in which to use them.

Adult clothing -- dress-up; playing house; doll clothes; playing "show".
Alarm clock (discarded) -- manipulation, taking apart.
Berry boxes -- doll beds, storage for collections, crayons, etc.
Cereal cartons -- blocks, drums or tom toms, storage.
Cigar boxes -- doll beds or other furniture; storage for doll clothes or hobby collections, colors, puzzles, etc.; cars or wagons; blocks.
Clothesline -- hanging up doll clothes; horse reins; jump rope.
Clothespins -- crib mobiles, dropping in a bottle or can, small dolls, building fences, just plain manipulating in many ways.
Clothes sprinkler -- water play; sand play.
Cookie cutters -- imprinting sand or play dough.
Corks -- tiny boats to float; making animals or birds; carving; cutting and pasting for collages; stands for paper dolls.
Cotton socks -- balls, dolls, puppets, doll clothes, strips for braiding and/or weaving; dusting mitt for helping dust.
Empty cans -- stacking, sand play, water play, storage, playing store.
Flour sifters -- manipulation; playing house; playing in sand.
Funnels -- sand play; water play.
Lima beans (dried) -- pasting; growing experiments.
Macaroni -- stringing, pasting, making jewelry, sewing on cards.
Magnets -- experimentation; picking up pins and nails; use to display art work on refrigerator door.
Magnifying glass -- experimentation and examination of all kinds of objects, indoors and outdoors, including leaves, insects, snow.

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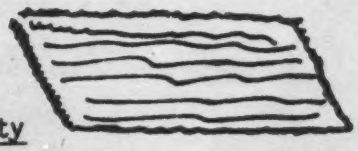
*This and the following two pages are from The Family Day Care Handbook, by Community Coordinated Child Care in Dane County, Wisconsin, 1974.

Nuts and bolts -- manipulation and experimentation.
Nylon stockings -- doll hair, wigs, puppets, braiding and/or weaving.
Oilcloth -- scrapbook pages, place mats, play tablecloths, patterned oilcloth for cutouts for pictures or wall decorations.
Padlock and key -- manipulation and experimentation.
Paper bags -- coloring, cutting, painting, pasting, hats, masks, puppets.
Paper doilies -- coloring or painting designs; special day cards such as birthday or valentines; doll skirts and hats; fans.
Plastic sheet or tablecloth -- poncho for water play; protect floor or furniture when using paints or clay.
Shoe boxes -- doll furniture, doll houses, storage for doll clothes or hobby collections, shadow boxes, garages.
Shoelaces -- stringing objects; practicing lacing and/or tying shoes.
Sieves -- sand play; water play.
Soap pieces -- water play; solution for blowing bubbles; washing doll clothes.
Sponges -- bath toys, water play, printing with paints.
Spools -- blocks, pull toys, stringing, dangle toys, in making doll furniture, spool knitting.
Sweet potatoes -- growing experiments.
Tablecloths, bed covers, sheets -- costumes, caves, houses.
Table leaves -- bridges, roads, fences.
Tape measures -- experimentation, horse reins.
Wooden spoons -- banging toys; drumsticks, sand play.



Provide Experiences Using "Junk" Collected From Merchants in the Community

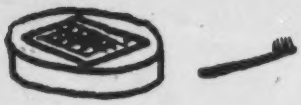
A wide variety of materials can be collected from the following businesses.

Carpet stores: Many carpet shops have samples of discontinued rug patterns available for 10¢ a piece. Larger samples cost more but can be used as rest mats. Here, too, one may find the soft foam underpadding pieces.

Fabric shops or departments: Stores that carry materials dispose of the inner cardboard form which makes an excellent plaque for a child's art work. You may also find ribbon scraps to add to your art materials and fabric remnants if you don't get enough from sewing friends.

Gas Stations and garages: Here one may obtain tires for playground swings, inner tubes to supplement materials at the carpentry table, and bottle caps from the drink machines. A garage may be willing to cut the steering wheel from a wrecked automobile for the child to use in his play. Old tractor tires make fabulous bouncy sandboxes.

Grocery store: Boxes, boxes, boxes and a purpose for every size. Try a large box for a post office, or store, and of course, several for dramatic play of any sort desired by the child. Many cardboard displays disposed of by stores are suitable for various purposes. Cardboard soft drink cartons are excellent for holding paint containers (prevent spilling at the table), and one painted white will be welcomed by the "milkman".



Ice cream store: Ask at a favorite restaurant for their empty 3 gallon cardboard ice cream containers. Uses range from space helmets (see picture Caring - page 14) through spatter paint screen forms.

Millwork or lumber company: Wood "scraps" suitable for carpentry work or art work are given away by the box load. Sawdust is available as well as fascinating curls of wood created by planing. Leave a marked box and come back for it. Lathed scraps are available for purchase in some places and add special pieces for a young builder.

Moving companies: Overseas moving companies may occasionally part with a large, amazingly well-built packing crate for the cost of transportation. They make excellent play houses. It's worth a try. A space ship can be made from a fiberboard drum also used by packing companies.

Paint shops: Paint color cards are fun color experiences and excellent collage. Old paint brushes are great for painting buildings with water.

Print shops: Print shops have assorted sizes of "scrap" paper. A labeled box can be left under the counter of a favorite print shop, emptied every 2 weeks or so. Colored cardboard tickets, letter sheets and all sorts of paper for collage can be collected in this way.

Soft drink companies: Wooden soft-drink crates are available at a minimal charge. Painted bright colors (a child may do this using left over latex paint) they serve as excellent substitutes for the commercial hollow blocks. A set of casters on one will create a durable wagon for hauling blocks or friends. Set the casters in far enough to allow stacking. Wet strength fiberboard beer cases are excellent storage units. The child can easily handle them.

Telephone company: Empty telephone cable spools are wonderful additions to the outside play area. Small (3 ft. in diameter) ones make lovely doll corner tables. Stop a telephone man and put one's name on the waiting list. On occasion, they may part with old instruments, but scrap colorful telephone wire is always available.

Tile stores: Tile stores frequently have broken patterns of mosiac tile available for a minimal charge. A child enjoys matching, counting, and creating with these colorful squares. A caregiver can supplement by making parquetry boards on cardboard.

Wallpaper stores: Wallpaper books of discontinued patterns are usually available on the first come, first served basis. Use textured sheets for easel painting. Those with fabric samples are especially nice. Precut samples make excellent puppet skirts.

Paint Dishes
TV Dinner pans

CHAPTER VIII

HOW EVERYBODY WORKS IT OUT

It gets complicated--people working with people to make a family-centered program that promotes growth and healthy, caring interactions among diverse individuals, both adults and children. So many different realtionships, different points of view, different life experiences, different understandings about how children and grown-ups "ought" to think and behave and be! Of course there will be some disagreements as well as comfortable times. There will be times when people don't understand each other, or don't like the way their child was treated by a caregiver, or disapprove of how another parents deals with a child. In our experience, everybody needs to keep working things out together, with as much trust and honesty as possible. People need to keep talking things over, with everyone involved (not secretly, behind someone's back), with feelings shared openly. That way, good feelings can grow and bad feelings won't need to be bottled up and grow worse. According to our philosophy, we want to be looking for ways everyone can "win"--not looking for ways to compete and figure out who is "right" and who is "wrong."

In addition to everyday good communication, it can help if you plan ahead before problems arise, and set up some flexible guidelines about rules, expectations, "ways we do things here together." Worksheets at the end of this chapter can start you putting together guidelines, and the real-life stories will include a few examples of how others have written down their own rules.

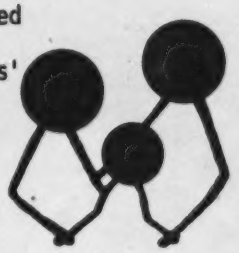
For those rare times when communication and guidelines doen't seem to be enough, you can probably find a helpful person to consult with. For example, a skilled and experienced teacher, or a community

mental health worker, or a day care licensing specialist could be asked to come sit in with your group and help talk through situations in the child care program that are not working out just right. An outside observer may bring just the fresh perspective that will guide you out of your difficulty.

Working It Out When Needs Are In Conflict

At the Parental Stress Center, parents have often gone overtime in a meeting, feeling they really need the extra time because of a special life stress. Children get tired and cranky; they were ready to go home 15 minutes ago. Caregivers are tearing out their hair trying to improvise one more activity so the children will leave in a calm, satisfied mood. (They remember how upset parents have been in the past, when children were overly excited at the end of a long evening in child care.) Caregivers are feeling imposed upon, too, because they have plans which are being delayed by the long parent meeting.

To clear the air after this happened twice, a special meeting between parents and caregivers was scheduled before the parents' meeting. There was a lot of talking, and exchange of feelings, ideas, and information. The two groups seem more considerate and understanding of one another as a result, and one parent volunteered to take a regular turn at childcare. A plan was developed that one of the childcare people will always take the role of GREETER before each meeting, to find out childrens' names, parents' expectations, how Susie is doing today, etc. Communication does wonders!



Working It Out When Parents Disagree About Discipline

Laura's two little boys are remarkable quiet and unobtrusive. They respond obediently to Laura's rather severe instructions "Don't do that." "Sit down." "Play quietly." In contrast, Dorothy's children tend to ignore her occasional absent-minded instructions, and to behave rambunctiously in the big play room. When these girls get so noisy that Dorothy decides to intervene, she usually goes and joins in their play, talking with them and "pretending" like one of the group of children.

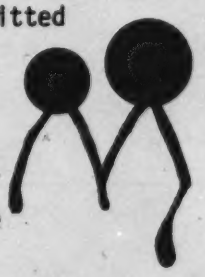
When Laura takes a turn a child care, she finds Dorothy's children especially trying. Her firm instructions are ignored. "Pretending" is not her style. She feels frustrated, thinks the girls are "naughty," and is critical of Dorothy's parenting.

On the other hand, when Dorothy is doing child care she finds Laura's children puzzling. They are not very responsive to her efforts to play with them. They respond to her instructions with almost scary obedience. She feels a bit rejected, and she thinks Laura is too hard on her little boys.

The staff person in this program has quietly tried to promote more understanding and conversation among the two mothers and herself, about differences in children and different styles of parenting. Also, she has protected these two women from being assigned both to do child care on the same morning.

When parents take turns doing child care, as happens in several of our Madison centers, often there is a kind of shared "ownership" of kids that develops--a feeling that I'm responsible for any nearby child. "This can be very positive at times, but when some other adult takes over my parenting role when I'm right there, I may feel very annoyed and need to express that pretty directly," says one parent. "If I don't have the courage to speak up, I feel upset, and my child can be really confused about who's in charge." In this kind of situation, "I" messages work better than accusations, of course! And a little humor can help a lot.

While some centers have a clear rule that children are never permitted to interrupt a parent meeting, others are quite flexible, and even vague, about children accompanying adults to meetings and discussions.



A Real Life Story

Two-year-old Jennifer had learned the way from the playroom to the parents' room at her center, and she practically wore a path in the asphalt tile between the two rooms. Sometimes she toddled back and forth half a dozen times in a single morning, to sit on her mother's lap (and perhaps cry a little or talk noisily). Other parents became annoyed at the many interruptions, and other children began to follow Jennifer down the path to parental response!

Eventually someone remembered the guideline paragraph that had been written a year earlier, and had the courage to bring it up in the parent meeting. The guideline said: "If your child comes into the discussion room with you, you are responsible for making sure he/she does not distract others. You may need to leave the room with your child and help the child get settled in the child care area. We are not trying to prohibit parents from having children with them, but only to protect the rights of other parents to some relief from the pressures of children's constant presence."

The clarity of this written message seemed to make it possible for Jennifer's mother to be more decisive about keeping Jennifer out of the parents' room. A written guideline did not feel like a personal attack on her or her child.

The role of a caregiver in helping parents separate from their children is often a very sensitive one. For example:

Another True Story

> The year-old son of one father in a group created many problems for caregivers, crying and tantruming while father was in the parents' meetings. Often the man apologized for his child's behavior. Caregivers maintained a positive, reassuring stance: "Your little boy likes you. He hates to see you go. He will be all right. We are glad to take care of him." Gradually there came a rather dramatic change in the father's way of viewing the child, and also a more relaxed and comfortable behavior on the part of the little boy.

Even with the best of planning, caregivers sometimes have concerns about setting limits. It's often a delicate issue to set limits with someone else's children when it's not going smoothly. And perhaps it is even more so when parents are so nearby. Even though caregivers, parents and children are all doing the best they can, issues sometimes turn into problems. At the level of parent and caregivers, two things are critical, as mentioned. Those are talking about rules and methods of limit setting ahead of time, and keeping communication open.

But caregivers often feel they need suggestions and support in this area. This section will briefly share some of the ideas one of the authors uses in training child care providers and in talking to groups of parents. These ideas follow from two beliefs. One is that limit setting is a form of caring. Children need strong, protective adults to set limits varying with their stages of development. The direction of growth is from outer control to inner control in terms of learning behavior that is good for them and considerate of others.

The second belief is that "misbehavior" comes either out of unmet needs or mistaken attempts at problem solving. Children seek ways to meet their needs and wants. They don't always have the experience, information and forsight to come up with the best answers. Adults

can help them by understanding the reasons for the difficulties and by helping the child learn a better way to resolve the problem.

All adults who spend time with children need to find a limit-setting/nurturing balance. This is deepest and most important for parents. But at another level, young children need some of this from those adults who represent the world outside of the family. As a caregiver in a parent center you will find your time with the kids most satisfying if you develop your own comfortable way of making this balance work for you.

The first and most important step is prevention. In groups, many difficult behaviors come from overstimulation, boredom, fears, or difficulties with separation and competition for attention. A four-year-old who has interesting, expansive things to do with peers is less likely to seek adult attention in negative ways. A one-year-old who has the security of closeness to and attention from one consistent caregiver will not fuss as much. What will help you are all the things mentioned in earlier chapters about child development, planning, the environment, space use, grouping, and time flow. Strong feelings like anger and frustration are often behind behavior that is difficult. Know the individual child as well as you can in the time you have. Then help each child express strong feelings in an acceptable way. Help them to say how they feel, or find a less frustrating thing to do, or "run it off." Active listening may be the answer with some children. You can find more about this in the reprints on Listening and Reflection of Feelings in Appendix A.

But sometimes it just doesn't work out and you have to know what to do about behavior that disrupts, disturbs or hurts others. It's also important to help the child who is doing something that is not good for

him/herself. There are many theories and approaches for handling children's "problem" behaviors. A sampling of these can be found in the communications bibliography in Appendix A. But the approach that works best is the one that fits the people involved. You matter. Your style and values and what you are comfortable with count. Children can tell when an adult doesn't feel good about what he/she is doing. The parents matter. You don't have to do it just like they do but it is important that they understand and feel OK about what you decide to do. The children count. Each is an individual and responds best when that is recognized. There are some children who are eager to please and only need clear messages and smiles. There are others who, at certain stages, find it fun to tease and displease you and they need stronger messages. There is, of course, no place for physical punishment. In fact, punishment rarely teaches the positive problem solving ways that will make things work better for a child.

It's a matter of having a variety of responses and then choosing one that fits. Match what you do about a situation to what you have decided with parents, to your own style, to the unique qualities of that child, to his/her developmental stage, to the situation, and to the goals you have in mind.

There are many reasons why children do the things they do. Here is a list gathered over time from many parents and caregivers:

Reasons for Behavior

Some influencing reasons a child might behave in a certain way:

Expressions or inner forces:

love	hungry, thirsty	fears
anger	wet, uncomfortable	sorrow or mourning
hostility	curiosity	seek stimulation
boredom	insecurity	desire to please
sick or tired	unhappiness	habit

Reaction to other difficulties:

stress in the family
undetected special needs (handicaps)
peer pressure
pressure to perform beyond ability
competition with siblings
immaturity in one or more areas of development
self protection-defense mechanisms

Actively seeking something:

basic needs
pleasure (wants)
to get attention
testing adult reaction
manipulate, gain power
get a rise, excitement
attempts to problem solve
trying to get extrinsic reinforcement

There are many reasons why adults may want to help a child to find a different way to act out. One group of adults brainstormed the following list:

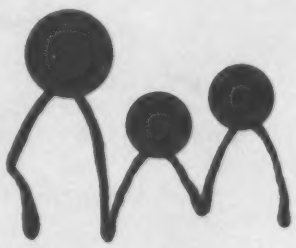
Reasons adults desire to influence children's behavior

Safety or health/hurting self physical social emotional
Protection of others' rights
hurting
physical
social
emotional
destruction of property
disruption of group

adult wishes
convenience
ideals and values
what is socially acceptable (cultural)
group needs of family or class

adult goals for child
long range - kind of adult
short range - kind of child
optimum development

the "good life" for all
happiness
respect for self and others
security/independence

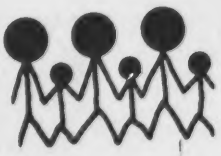


Only when you feel good about your own purpose can you calmly carry out your plan. Children sense when an adult is unsure or reacting to something else.

There are many ways we influence what kids do. Many of them are just daily events. Children learn and unlearn in many ways. We influence them whether we are aware of it or not. When you are concerned about a child, it is a good idea to take a close look at how you are influencing and how you would like to be. Here is a long list of ways that people do influence children's behavior.

<u>ways adults influence children's behavior</u>

1. Modeling (examples)
2. Relationship, love motivation
3. Training, habit formation
4. Active reinforcement
   -reward and punishment
   -setting up consequences
5. Verbally
   -setting group rules
   -giving directions
   -giving suggestions
   -persuading
   -giving choices
   -reasoning and teaching
   -warning, or
   -threats
6. More subtly
   -facial and body language, tone of voice
   -using peer influence
   -using drama, music, books, stories, or movement
   -humor
   -arranging environment
   -distraction and redirection, ignoring
7. Physical force - removal, isolation, "steering"
8. Purposely changing the system (family, group)
9. Passively (we influence by what we don't do)
   -wait for maturation
   -permissiveness
   -letting natural consequences happen



It is important to match the way you discipline with what you really want to have happen. Some examples of mismatches are: "No matter how much I spank him, he still hits the little kids," and "I yell at her and tell her how stupid and mean she is for calling her cousin names, but she still does it." The problem here is that modeling, or setting an example, is one of the strongest ways of influencing children. Both of these adults were doing the very negative things that they said they wanted to stop.

Persuading, reasoning and reaching are all good ways to influence children and help develop their minds as well. But these approaches seldom work when emotions are strong as in the middle of a fight or when a child is hurt. An often repeated act, when the child understands what you want, might call for logical consequences. Very young children must be physically kept from danger. Avoid convincing a child she is helplessly clumsy by calling her clumsy when what you really want to to is teach her the skills involved in being careful.

There are limits to our influencing powers:

Unique individual traits of the child
Developmental principles
Influence of others
  adults
  peers
Own human frailty, adults make mistakes, are vulnerable or not always able to carry off what they decide
Unpredictable outside happenings
Unknown factors - human psychology not yet a science

And certainly you, as a caregiver for a few hours a week, will not be molding and shaping a personality. But your role is one of making things work well for the kids when they are with you and sometimes helping them learn something new. You represent a little bit of what the world outside the family is like.

At the end of this chapter is a worksheet for coping with behavior that worries you. You may not want to use it very often, but practice once, maybe with a child's parent. This will give you one framework for approaching a situation that may have stumped you. It is a way to look at something that isn't working without blaming or threatening anyone.

One last suggestion: Caregivers of all kinds need to be sure they are well cared for. When you are tired, stressed, or feel "empty," it is most difficult to "really be with" children. The fun challenge of kids in a group can turn sour if you are "burned out." Prepare for this

role by checking out how you feel and taking good care of yourself. There are many ways you can nurture yourself and share good times with others. Check out if there are things in the child care situation that interfere with the good care you want to give. Be sure you can talk to parents and staff about it. Parents and staff have good reason to make the caregivers job as reasonable and enjoyable as possible. The board or child care committee can periodically ask themselves whether the caregivers have needs that are not being met and whether they could attend to them. Sometimes lack of supplies or unreliable backup can make the day so frustrating for caregivers that they can't give children the best of themselves. There is a worksheet included that a caregiver could use to improve the self care of the caregiver. Parents, too, might find it helpful.

CHAPTER VIII WORKSHEET A "Coping With Behavior That Worries You"

1. Describe the problem (not a child, but rather a behavior of the child):

_____

_____

_____

2. Why is it a problem (reason for changing)? _____

_____

_____

3. For whom is it a problem (ownership)? _____

_____

4. When does it most often happen (time of day, type of activity, time of week, etc.)?

_____

5. Replacement behavior (what you want instead): _____

_____

_____

6. After careful observation:
Are there special needs? _____ What are they? _____

_____

What are some unique qualities of this child (mention at least 1 "positive" for every negative)?

_____

_____

_____

_____

7. Age and stage:
This child is _____ years and _____ months old.
Think of the replacement behavior: can most children of this age do it? _____
Think of this child's stage of behavior: is the behavior you want a good match (something to reach for, but not too far above present abilities)? _____

8. What have you tried that didn't work? _____

_____

9. What is the best way to make a pleasant connection with this child?

_____

_____

_____

10. What is <u>your</u> best approach to this kind of problem? _____

_____

_____

CHAPTER VIII WORKSHEET A (continued)

11. Look at # 8, 9 & 19, think of a very different response (not more of the same). Be daring. Put it here: _____

_____

_____

Now For Your Plan

Starting _____ (when you are prepared), the next time (child) _____ does (behavior) _____ I will (consequence or other response) _____

_____.

If the child (escalates) _____,

I will _____.

When the child (behavior you want) _____

_____, I will

(affirmation) _____.

Any other important details:

_____

_____

_____

I will feel successful if (change) _____

_____ happens by (date) _____.

At the same time I will do the following (broader response to developmental needs):

_____

_____

_____

_____

_____

_____

CHAPTER VIII WORKSHEET B "Care of the Caregiver"

A worksheet for individual parents or caregivers.

Choose a top priority area where you would like to make some changes (time, support, enjoyment, breaks, food, exercises, relaxation, etc.).

_____

Describe one behavior you will change. _____

What will you not do that you do now? _____

What will you do instead? _____

What reinforces the way you do it now? _____

How will you replace that? _____

_____

Name at least two ways you will reward or get support for yourself.

_____

_____

_____

_____

A Contract With Myself

On (date when you and supports are ready) _____ I will begin to _____

_____instead of _____

_____. I will note how I'm doing every

(period of time)_____. If I'm (measure of success) _____

_____, I will (reward) _____

_____. If I'm (backsliding) _____

_____, I will (revise plan, get more support, motivate self in a

self nurturing way) _____

_____

_____

_____

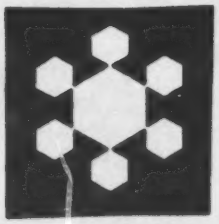
(continued)

CHAPTER VIII WORKSHEET B (continued)

I will know when I've succeeded when (limited and realistic goal) _____

_____

_____



CHAPTER IX

ADDITIONAL MATTERS

This chapter is about keeping track of things and of things and ideas in your child care programs. Unless you are planning a really big program, keeping track can be quite simple. But do figure out how you will keep track--don't just leave it all to chance!

Storage

Where will you store toys? Art supplies? Any large equipment that has to be put away weekly? Snacks? Did you mark some storage location(s) on the worksheet in the space-use chapter?

Some programs have found it helps to obtain a number of identical containers in which to store small items, and to label the containers so everyone who helps can see where each kind of item belongs. You might want to use plastic tubs such as those that hospitals supply for temporary use of patients. Or you could use gallon ice-cream containers. Or you might get several cardboard cartons of identical size from a grocer, and cut off part of each carton to create several shallow boxes to be stacked crosswise of each other.

If you have any hazardous items to store, such as cleaning supplies that might poison children, pay attention to putting them out of reach.

Records

How will you keep track of children's names (and addresses, if you want them)? Where will you keep any information you collect about children's birthdays, or food allergies, or special preferences for comforting, or favorite activities? Either a notebook or a card file might serve your purposes. It is important to keep such records regularly in the same place, where all caregivers can easily find them. Both caregivers and parents need to be reminded that new information can be added.

Other kinds of records you will need to keep track of include any guidelines you have written for your program, and the plans you have made for activities. You will need to have the names, addresses and phone numbers of caregivers handy. A looseleaf notebook, including many of the worksheets you have written for your program, is one good way to keep these pieces of information together. Since the child care program belongs to parents as well as other caregivers, you might want to keep your notebook where parents can look at it, also.

If you have developed some guidelines that you want all adults to be aware of, why not keep a copy posted in a conspicuous place? You might also make multiple copies so each new parent could pick one up at the door the first time he/she drops in.

When you have worked out a daily schedule, consider posting that on a large sheet of cardboard where new parents and changing caregivers will be reminded about "the way we do things here."

Messages

Sometimes this week's caregiver may notice that a new batch of play-dough is needed, or that the supply of juice is nearly gone, or that Joey forgot his favorite toy. Sometimes a parent may be really delighted with the happiness of a child at the close of a day, and may want to share that. Or another parent might want to raise a question about how disagreements among children are being handled. Messages like this can be tacked to a bulletin board. Some programs use a spiral notebook with a pencil tied on--everyone is encouraged to write messages, and everyone may read whatever is written. Parents may sometimes take a few minutes together just to discuss some issue that is raised in this logbook. Reading the log can become a regular part of each drop-in day.

CHAPTER X.

TRAINING OUTLINE

The following is an outline that was used in Madison for training a group of child care providers from several of the parent centers. It is only a suggested outline. Most of the actual content is included in this manual in a slightly different form. There was also much that was contributed by the participants. Some of this has been included in the manual as well. This outline, some of the exercises for group sharing, and worksheets from the earlier sections could be used as the skeleton for the building of training programs to suit the special training needs of each group.

The Madison group met four times: once on a Saturday morning for three hours; then when we were all together to find a common time we set three late afternoon sessions of two hours each. This appears to be the minimum time needed to train volunteers and other child care people who are new to drop-in care of this type. One session, that on child development, could be skipped by any caregivers who already have a background in the area. Even then, the experience of applying this knowledge in a special situation is not quite the same as for any other type of child care and a shared training experience is helpful for all caregivers.

Session one was designed to build a base for care by exploring philosophy and goals and for looking at the special limits and positive qualities of this kind of care. Session two was about child development and the importance of its use in planning and interacting with the children. Session three expanded on socio-emotional development and got into the practical aspects of activities, grouping, space and time use. Section four was about adult/child interaction in group child care. It was meant to provide practical ways to set limits and prevent problems.

We tried to hold each session at a different parent center so that participants could get an idea of the different kinds of facilities used for this kind of care. We then had available a real place for any kind of practical experiences with space use and equipment. This kind of training, combining caregiving people from different places, had many advantages. There was a variety of ideas to share. Groups from any one place would have been very small. There were common interests and problems to share as well as varied solutions.

Once the initial training has been completed, it would be very worthwhile to continue the meetings on a monthly basis. Since the training is necessarily short, and there is always more to learn when you are really in the situation, ongoing discussion and problem solving in a peer group can be stimulating and supportive.

OUTLINE: Session 1 (3 Hours)

Introductions: Name, how you think of yourself (roles) and who are the children in your life?

Short Presentation: The special role of caregivers in parent centers.

Sharing: As a child, what was your favorite thing to do to comfort yourself or to make yourself happy? Do you do something like that now when you need it? Discuss looking at individual differences and how we do each have ways of caring for ourselves.

Exercise: Forced choice groupings. To point out similarities, differences, styles, and get more information. This is done by making up catagories and sending those who choose each catagory to a different space in the room. For example:

Left Side	Right Side	Middle
All parents	All staff	Volunteers
Early morning people	Night people	Lunchtime people
Those who like exciting active things best.	Those who like soft, warm, quiet things best.	Those who like talking and thinking best.

Add any that seem important to your group. This also models alternating active things with sitting things.

Small groups: Do together the worksheet, "Developing Your Own Philosophy About Child Care" (included at the end of Chapter 1).

Large group: Share comments from last exercise and make a list of goals. Prioritize them.

Brainstorm: What is unique about family center child care? For each, list advantages, difficulties, and "solutions".

Break: Snack to emphasize the role food plays for the children.

Role play: In groups of three, move around the facility as if you were a staff person or parent from a parent center, and a new person who was going to do child care. The third person can take notes. Note the things the familiar person wants to tell the new one and the questions the new person asks.

Large group: Make a master list of things a center would need to tell a new caregiver. Then ask someone from each place, "While caring for children here what is the worst thing I could do?" and "What is the most important thing for me to do?"

Introduce the idea of a child care book. (See appendix C) Have the group generate other ideas for information handling.

Brief outline of the other sessions. Choose time and places.

Evaluation: Feedback and suggestions for rest of training.

Closing: Share something positive that you did lately with children, or where you are headed in your work with children.

OUTLINE: Session 2 (2 Hours)

Any new Introductions: (Some new people joined the group)

Summary of the last session and a handout list of things that the group had brainstormed last time.

Presentations: The importance of child development and how to use its principles in practical ways. (see Chapter III) The concept of individual differences and its uses.

Exercise: Celebrate a person. This is a way to demonstrate making one person feel special in a group. It is done like this: Have one person leave the room with these instructions: "Go out, close the door, count to 25, come back in and say 'My name is _____'" Meanwhile instruct the group, "When she returns applaud, clap, and cheer." The results are pleasantly surprising.

Presentation: Ages and Stages. Include:

- differences and definitions
- sample of stages and their usefulness
- problem of the match
- observation
- expectations
- size of group
- interests and needs

Break: Introduce idea of care of the caregiver.

Stretches for all.

Then offer choice of: Lie down alone and do deep breathing, or, sit back to back on the floor with a partner and massage each others' backs by pushing alternately on different spots.

Presentation: Areas of development. Value of looking at different areas. Start with Physical development and how you can use the information in planning for drop-in care.

Brainstorm: Have group make a list of 20 "physical" activities. Then talk about why each one would be good for a particular "stage".

Presentations: Cognitive area.

Aesthetic area.

Small Groups: Think of a child. Choose a goal from earlier list that applies for that child. Make a list of things you could do to reach toward that goal.

Large Group: Feedback.

Homework: Make a map of inside and outside space in your center that can be used for child care. Write down a plan or schedule you have used or plan to use. Use worksheet from Chapter V.

Closing: Share something pleasant you did for yourself or somebody else lately.

OUTLINE: Session 3 (2 Hours)

Presentation: Erikson's stages and why they are helpful. (Chapter III and explanation pages in Appendix A.)

Sharing exercise: Remember and share a time when as a child you had an experience that made you feel either very independent or very competent.

Presentation: Time flow. (see Chapter IV)

Discussion: Look at each time period and talk about the special events, questions and potential problems of each.

Break: Demonstrate change of pace with a "touch blue" game. This is done by standing in clusters of 5 or 6. A leader calls out, "touch blue (then other colors)". Everyone is instructed to touch something of that color on another person in the group. This is a light, group activity that can be done with children.

Presentation: Using "grouping" with children. Include:

- continuum from large group to individual activities.
- purposes of those kinds of groups.
- matching goals and purposes to group size.
- possible ways to divide children into groups.
- ways to make it happen.

Small groups: Have the participants make lists of activities that can be done with children.

Large group: List 20 of the above activities. Then discuss each in terms of the following:

- age and stage appropriate.
- match with purposes such as:
  - calming
  - promoting success and self esteem
  - promoting independence
  - fostering relationships with adults or peers
  - coping with strong feelings like anger, frustration and jealousy
  - interesting, challenging learning
  - privacy
  - sex roles and lack of sexism

Exercise: In teams find a way to use this environment to provide an activity aimed at any of the above goals for a child in a particular stage.

Closing: Share something positive that you learned and can use in doing child care. Make it something you learned from the other participants.

OUTLINE: Session 4 (2 Hours)

Introduction: The topic of children's behavior and limit setting. (This topic is covered in the second part of Chapter VIII)

Sharing: Mention the "best" or "worst" experience that you had as a child around an adult setting limits. What resolution did you make about that kind of way of handling it?

Presentation: First steps in the caring/limit setting balance. Cover prevention in terms of:

planning with goals in mind

environment, space use, time flow, use of groups

responding to all feelings, and strong feelings.

Break: 15 minutes to spend as they choose.

Presentation: A sequenced approach.

Brainstorming: Stop during the presentation to have the group list:

reasons for children's behavior

reasons adults might want to influence a change in behavior

ways adults influence what children do

limits to adult influence

Presentation: Matching individuals, stages, situation, adult philosophy, style and goals.

Problem solving exercise: Using examples brought by the participants, use a group problem solving format where leader and participants help in the process. One approach would be to use the worksheet in chapter VIII.

Closing: Evaluation, feedback, and planning for future meetings.

APPENDIX A

More About Meshing Child Development and Program Planning

1. Listening
2. Reflection of Feelings
3. Erikson's Stages of Personality Development
4. Developmental Characteristics and Related Activities and Equipment

MENDOTA MENTAL HEALTH INSTITUTE
Child-Adolescent Center
Madison, Wisconsin
Home & Community Treatment Project

Listening

What:

Listening is the active process of hearing and trying to understand the message the child has to share with you. Thoughts and actions are put aside to attend to the moment the child is offering to you. You may be able to hear well, but listening demands being tuned in to the child's feelings.

When or Why:

Any moment or place. If you listen, you will hear.

How:

1. Be there. Timing is important.
2. Stop what you are doing. Keep distraction to a minimum.
3. Look at your child. Eye contact conveys your interest, concern, and respect.
4. Concentrate. Make a conscious and obvious effort to hear and understand.
5. Observe body cues your child is giving (a sullen face, drooping shoulders, extra energy in hitting a ball).
6. Reflect back to your child what you hear him saying. Example: "I hear you saying..." This helps the child to clarify for himself his feelings and thoughts and helps the adult to interpret direct and indirect communications. The adult may also repeat the child's statement in the form of a question. Example: Child: "I really am mad." Adult: "Are you angry?" This encourages the child to continue sharing his feelings with his parent(s).
7. Be non-judgmental. Avoid making evaluations. Example: "It's dumb to get so upset."

How To:

Example: Four-year-old Jimmy runs into the kitchen. "I hate Bobby!" Mom stops washing dishes, turns and looks at Jimmy. "You are mad at Bobby." "Yes, he threw my ball across the street. Now I can't play with it." Mom: "I can understand why you are mad at Bobby. How can we get the ball back?" Jimmy: "Will you help me cross the street?" Mom: "Yes, I will."

How Not To:

Example: Jimmy runs into the kitchen: "I hate Bobby!" Mom keeps on washing dishes, does not look at Jimmy. Jimmy repeats statement. Mom tells him to be a "good boy" and go outside and play. Jimmy runs back out, punches Bobby and crosses the street alone to get the ball. Mom then scolds Jimmy for running out into the street.

Follow-up:

Praise your child for sharing his ideas and feelings with you. Express your desire to continue listening to him. Respect secrets and confidences your child shares with you. Always follow through on anything you have agreed to do when listening to your child.

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Mendota Mental Health Institute

REFLECTION OF FEELINGS

What: Reflection of feelings is the process by which an adult encourages and supports a child to share with an adult how he is feeling at that moment and explore these feelings verbally.

When or Why: Use it any time or place when the child is experiencing strong positive or negative feelings--when the child is hiding his feelings from others or when he's physically expressing strong feelings without knowing why he's acting that way.

How:

A. Willing, listening attitude on adult's part.
B. Put aside other tasks for that moment.
C. Look at your child.
D. Observe the body language of your child at that moment. Example: Tears, sullen face, door slamming, dropping shoulders, etc.
E. Re-state what you hear the child saying. Example: "I hear you saying you hate school."
F. Re-phrase the child's statement in the form of a question. Example: "Are you angry?"
G. Help the child to explore his feelings. Example: Is it scary to be angry?"
H. Don't belittle the child. Example: "That's silly."
I. Don't close off communication by taking over and talking for the child. Example: "You'll get over it. Forget about it."
J. Don't tell the child how he should feel.

How To: Joey, a seven-year-old child, comes home from school, slams the door, growls at mother, "I want something to eat." He throws his math paper on the table and announces, "I'm not going to that dumb school again." Mother: "I hear you saying that you hage school." Joey: "You're right, it's a dumb, stupid school and I hate it." Mother: "Cant you tell me what you're having trouble with?" Joe (bangs papers down again): "I got everything all wrong in math." Mother: "You're feeling pretty bad because you got everything all wrong in math." Joey: "Yah--I'm so dumb." (Tears math papers.) Mother: "You're so mad you want to get rid of those math papers so you tear them up. Will that make the math go away?" Joey (crying): "No." Mother: "Let's tape the papers together and look at the problems together."

How Not To: Joey, a seven-year-old boy, comes home from school, slams the door, and growls at mother. Mother: "Don't you talk to me in that voice." Joey yells: "I hate school." Mom replies: "No you don't, you know you like school." Joey throws some torn papers on table. Mom yells at him to put papers away in room. Joey storms out. In this example, Mom has refused to listen to his feelings of anger, only hearing the yelling. She has refused to accept how he feels about school. Finally Mom igmores the evidence of torn papers and the child runs out.

Follow-Up: Later, ask the child about the difficult situation. Give praise and support for having gotten through it. Respect the child's confidences. Help him to share with the other children his anger, temper tantrums, sadness, etc., at a time when they can accept strong feelings with adults' help. As the child learns to share feeling experiences with words, he will increasingly be comfortable and able to talk it out instead of acting it out.

Stages of Personality Development - Erik Erikson

Growth Periods	Widening Radius of Significant People: Primary Care-Giver(s)	Parents	Family	School	Leaders Cliques	Two Sexes	Jobs Next Generation	Community
Maturity								Integrity vs. disgust dispair
Adulthood							Parental sense vs. stagnation	
Later Adolescence						Intimacy vs. Isolation		
Early Adolescence					Identity vs. Role Diffusion			
6-11 years				Accomplishment vs. Inferiority				
4-5 years			Initiative vs. Guilt					
1-3 years		Autonomy vs. shame doubt						
Infancy 1st year	Trust vs. Maturity							

Erikson's Stages of Personality Development

This material discusses the first three stages of Erik Erikson's eight stages of man. These eight components of a healthy personality are:

1. sense of basic trust (vs. basic mistrust)
2. sense of autonomy (vs. shame and doubt)
3. sense of initiative (vs. guilt)
4. Sense of industry (vs. inferiority)
5. sense of identity (vs. role confusion)
6. sense of intimacy (vs. isolation)
7. sense of generativity (vs. stagnation)
8. sense of integrity (vs. despair)

This material is taken from Breckenridge and Murphy's discussion of the Midcentury White House Conference in Growth and Development of the Young Child, 7th edition.

"Sense of Trust. The component of the healthy personality that is the first to develop is the sense of trust. The crucial time for its emergence is the first year of life. As with the other personality components to be described, the sense of trust is not something that develops independent of other manifestations of growth. It is not that the infant learns how to use his body for purposeful movement, learns to recognize people and objects around him, and also develops a sense of trust. Rather, the concept 'sense of trust' is a short-cut expression intended to convey the characteristic flavor of all the child's satisfying experiences at this early age....

"Trust can exist only in relation to something. Consequently a sense of trust cannot develop until the infant is old enough to be aware of objects and persons and to have some feeling that he is a separate individual. At about three months of age a baby is likely to smile if somebody comes close and talks to him. This shows that he is aware of the approach of the other person, that pleasurable sensations are aroused. If, however, the person moves to quickly or speaks too sharply the baby may look apprehensive or cry. He will not 'trust' the unusual situation but will have a feeling of uneasiness, of mistrust, instead.

"Experiences connected with feeding are a prime source for the development of trust. At around four months of age a hungry baby will grow quiet and show signs of pleasure at the sound of an approaching footstep, anticipating (trusting) that he will be held and fed. This repeated experience of being hungry, seeing food, receiving food and feeling relieved and comforted assures the baby that the world is a dependable place.

"Later experiences, starting at around five months of age, add another dimension to the sense of trust. Through endless repetitions of attempts to grasp for and hold objects, the baby is finally successful in controlling and adapting his movements in such as way as to reach his goal. Through these an other feats of muscular coordination the baby is gradually able to trust his own body to do his bidding.

"Sense of Autonomy. The sense of trust once firmly established, the struggle for the next component of the healthy personality begins, The child is now 12 to 15 months old. Much of his energy for the next two years will center around asserting that he is a human being with a mind and will of his own. A list of some of the items discussed by Spock under the heading, 'The One Year Old,' will serve to remind us of the characteristics of that age and the problems they create for parents. 'Feeling his oats.' 'The passion to explore.' 'He gets more dependent and more independent at the same time.' 'Arranging the house for the wandering baby.' 'Avoiding accidents.' 'How do you make him leave certain things alone?' 'Dropping and throwing things.' 'Biting humans.' 'The small child who won't stay in bed at night.'

"What is at stake throughout the struggle of these years in the child's sense of autonomy, the sense that he is an independent human being and yet one who is able to use the help and guidance of others in important matters. This stage of development becaomes decisive for the ratio between love and hate, between cooperation and willfulness, for freedom of self-expression and its renunciation in the make-up of the individual. The unfavorable outcome is doubt and shame.

"Before the sense of autonomy can develop, the sense of trust must be reasonably well established and must continue to pervade the child's feeling about himself and his world. Only so dare he respond with confidence to his new-felt desire to assert himself boldly, to appropriate demandingly, and to hurl away without let or hindrance.

"As with the previous stage, there is a physiological basis for this characteristic behavior. This is the period of muscle-system maturation and the consequent ability (and doubly felt inability) to coordinate a number of highly conflicting action patterns, such as those of holding on and letting go, walking, talking, and manipulating objects in ever more complicated ways. With these abilities come pressing needs to use them: to handle, to explore, to seize and to drop, to withhold and to expel. And, with all, there is the dominant will, the insistent 'Me do' that defies help and is so easily frustrated by the inabilities of the hands and feet.

"For a child to develop this sense of self-reliance and adequacy that Erikson calls autonomy, it is necessary that he experience over and over again that he is a person who is permitted to make choices. He has to have the right to choose, for example, whether to sit or whether to stand, whether to approach a visitor or to lean against his mother's knee, whether to accept offered food or whether to reject it, whether to use the toilet or to wet his pants. At the same time he must learn some of the boundaries of self-determination. He inevitably finds that there are walls he cannot climb, that there are objects out of reach, that, above all, there are innumerable commands enforced by powerful adults. His experience is much too small to enable him to know what he can and cannot do with respect to the physical environment, and it will take him years to discover the boundaries that mark off what is approved, what is tolerated, and what is forbidden by his elders whom he finds to hard to understand.

"As problems of this period, some psychologists have concentrated particularly on bladder and bowel control. Emphasis is put upon the need for care in both timing and mode of training children in the performance of these functions. If parental control is too rigid or if training is started too early, the child is robbed of his opportunity to develop, by his own free choice, gradual control of the contradictory impulses of retention and elimination.

"Sense of Initiative. Having become sure, for the time being, that he is a person in his own right and having enjoyed that feeling for a year or so, the child of four or five wants to find out what kind of person he can be. To be any particular kind of person, he sees clearly, involves being able to do particular kinds of things. So he observes with keen attention what all manner of interesting adults do (his parents, the milkman, the truck driver, and so on), tries to imitate their behavior, and years for a share in their activities.

"This is the period of enterprise and imagination, an ebullient, creative period when phantasy substitutes for literal execution of desires and the meagerest equipment provides material for high imaginings. It is a period of intrusive, vigorous learning, learning that leads away from the child's own limitations into future possibilities. There is intrusion into other people's bodies by physical attack, into other people's ears and mind by loud and aggressive talking. There is intrusion into space by vigorous locomotion and intrusion into the unknown by consuming curiosity.

"By this age, too, conscience has developed. The child is no longer guided only by outsiders; there is installed within him a voice that comments on his deeds, and warns and threatens. Close attention to the remarks of any child of this age will confirm this statement. Less obvious, however, are experts' observations that children now begin to feel guilty for mere thoughts, for deeds that have been imagined but never executed. This, they say, is the explanation for the characteristic nightmares of this age period and for the overreaction to slight punishment.

"The problem to be worked out in this stage of development, accordingly, is how to will without too great sense of guilt. The fortunate outcome of the struggle is a sense of initiative. Failure to win through to that outcome leaves the personality overburdened, and possibly overrestricted, by guilt."

DEVELOPMENTAL CHARACTERISTICS
AND
RELATED ACTIVITIES AND EQUIPMENT

WHAT

The age-activity list is a description of the patterns in normal growth for specific ages.

Three kinds of information included which are helpful to persons who work with children are:

- what to expect of a child — DEVELOPMENTAL CHARACTERISTICS
- what kinds of activities help a child develop — ACTIVITIES
- what kinds of equipment stimulate activities which will help a child develop — EQUIPMENT

Ages have been used only as a guide. A child may be ahead of or behind his chronological age. Therefore it is valuable to read the age-activity list for the age groups before and after his chronological age.

Equipment will be used by children in many different ways. Some equipment stimulates a child to work on certain skills. For instance, games encourage a child to work with others while balls encourage him to coordinate and control his body.

The lists of developmental characteristics, activities and equipment are by no means exhaustive. A caregiver can find more information by using the public library and other resources listed at the end of this section.

WHY

The important ingredient in the care of children is familiarity with each individual child. Adult expectations should be realistic for it can be harmful to expect either too much or too little of the child.

HOW

The age-activity lists can be used alone or in conjunction with the rating forms. If it is to be used alone, the chronological age is a good place to begin, but a child's growth may be described by an age group older or younger than his own.

If the rating form lists are used together refer to the developmental area or areas in which the child can perform the fewest items on the rating form. The age-activity lists then gives the skills the child will learn and the activities and equipment which will provide opportunities for him to practice these skills.

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FROM BIRTH TO 3 MONTHS OF AGE

DEVELOPMENTAL CHARACTERISTICS

Responds to moving person or object

Lifts head slightly when lying on back

Thrusts arms in play

Makes crawling movements with legs

Tenses body in anticipation of being lifted

Responds to sounds

Begins to smile

Responds and is comforted by being touched and held

ACTIVITIES

Hold, pat and touch baby for comfort and stimulation

Talk and sing to baby

Provide opportunities for baby to look at things:
hold baby up; carry baby in infant pack; prop baby up with pillows

Note: Use infant seat but sparingly as there can be damage to baby's head and back with prolonged use

EQUIPMENT

Bright colored objects that cannot be swallowed

Pictures and designs hung where baby can look at them

Toys and other objects that make noise

Objects that have different textures

Baby packs

FROM 3 TO 6 MONTHS OF AGE

DEVELOPMENTAL CHARACTERISTICS

Eyes follow moving objects

Reaches for objects using both hands

Rolls body from side to side

Head control develops

Turns head to follow sound

Laughs out loud when played with

ACTIVITIES

Provide a variety of things for baby to look at

Talk with baby and imitate baby's action and sounds

Introduce new sounds and actions to baby

Place some toys beyond baby's reach so he will attempt to move for them

Play games with him: "Peek-a-boo", "Pat-a-cake"

Set aside times to hold, play and talk with baby

EQUIPMENT

Crib games

Mobiles, pictures and designs hung where baby can look at them

Soft cuddly toys

Objects small enough to be grasped & put in mouth but too large to be swallowed

Teethers

Toys and other objects that make noise

FROM 6 TO 12 MONTHS OF AGE

DEVELOPMENTAL CHARACTERISTICS

Sits with minimal or no support

Rolls over

Pulls along on stomach / crawls

Pulls self up / stands hold on / stands alone

Feeds self cracker / eats table food with help

Holds two objects / reaches and grasps object / transfers hand to hand

Babbles / uses consonant sounds: (da, ma, ba) / imitates speech sounds

Aware of others - looks for daily companion

Responds to own name / responds to simple request

Squeals with joy or pleasure

Participates with others in simple games such as "peek-a-boo"

ACTIVITIES

Singing and talking games: peek-a-boo; pat-a-cake

Naming games i.e., naming toys, objects, pictures

Give and take games

Adult on floor crawling, chasing or being chased by baby

Encourage baby to explore safe places in house and yard

Stack blocks

Look at and respond with word or sound to baby picture book

Supervised play in the bathtub

EQUIPMENT

Push toys

Mobiles and other bright-colored things to look at

Unbreakable mirror

Various shapes of colored, textured objects

Noisy toys, e.g., pots and pans, spoons, shakers

Stack toys - containers that fit inside each other

Cardboard boxes for getting in, crawling over

Large wooden spools, beads or cubes

Solid pieces of furniture on which baby can safely pull himself up and walk around

FROM 12 TO 18 MONTHS OF AGE

DEVELOPMENTAL CHARACTERISTICS

Walks holding on / stands alone / walks with good balance

Can move his body in and out of spaces i.e., boxes, chairs

Feeds self / interest in using spoon / holds own cup

Carries something in each hand

Grasp and release fully developed: can turn pages and stack blocks

Directs movement of object as in scribbling or feeding self

Imitates words / single word sentences / labels objects / names familiar objects / uses two or three words together

Points to familiar objects when named

Looks for objects out of sight

Does not know limits - needs help to set limits

Communicates needs and desires

ACTIVITIES

Read stories and look at picture books together

Climb on solid objects such as steps, boxes or furniture

Water play: pouring from one container to another

Stack blocks and boxes

Pulling or pushing objects

Listening to and making sounds with body and objects

Singing and singing games - "Ring around the Roses"

Naming foods - describe color and texture

Repetition of directions

Simple hiding games: people and things

Manipulative activities such as stringing beads

EQUIPMENT

Sturdy picture books

Pull and push toys

Large balls

Large cardboard boxes

Wheel toys (without pedals)

Small or rocking chairs

Climbing equipment (steps)

Pounding bench and building blocks

Spools - beads & string

Nesting toys and pop beads

Stack ring toy

Trucks

Simple puzzles

Musical toys & play phone

Dolls & pretend animals

Unbreakable mirrors

FROM 18 TO 24 MONTHS OF AGE

DEVELOPMENTAL CHARACTERISTICS

Increased large motor skills:
Walks backward and up and down steps with help;
climbs up and down; stands on one foot;
can throw, kick ball

Beginning to help himself:
uses spoons & cup - spills;
washes hands with help;
removes simple garmets

Increasing ability to understand and communicate:
will ask for foods by name;
speaks in 4 or 5 word sentences;
names pictures; points to parts of body;
uses words to make needs and desires known

Increased sociability:
interested in simple play with adults and children;
beginning awareness of himself as a person and will refuse help, suggestions and ideas from others; acts negatively

ACTIVITIES

Climbing (under supervision)

Sand box play - filling containers

Throwing and kicking balls

Carrying boxes or large cardboard blocks

Water play

Scribble with crayon

Music - also dancing and marching

Simple stories with pictures, nursery rhymes

Finger plays

Walks around neighborhood

EQUIPMENT

Picture books

Wheel toys

Climbing toys

Large (5" diameter) balls

Pounding bench

Blocks of all sizes especially large cardboard

Puzzles simple and large pieces

Ring stack toys

Beads to string

Noisemakers

Dolls

Farm & zoo animals

Play phone

Unbreakable mirrors

TWO-YEAR-OLDS: FROM AGE 2 TO AGE 3

COGNITIVE

DEVELOPMENTAL CHARACTERISTICS

Asks for specific toy without seeing it

Names one color

Names pictures and objects

Talking:
- speaks in phrases; vocabulary increasing;
- repeats and imitates words and phrases;
- talks with another child

Understands language:
- complies with simple commands such as "no-no" and "bring me"

Sings simple songs

Aware of shapes and some sizes

Matches or groups familiar objects as to color, form, size

Uses spatial and number concepts:
- counts two;
- puts things "on" or "in"

ACTIVITIES

Finger plays

Games:
- sorting; finding objects; story telling; and singing songs

Labeling and describing objects and events

Supervised TV

Listens to stories and nursery rhymes

EQUIPMENT

Puzzles

Beads (pop-together and stringing)

Picture books

Shape sorting toys

TWO-YEAR-OLDS: FROM AGE 2 TO AGE 3

SOCIAL & EMOTIONAL

DEVELOPMENTAL CHARACTERISTICS

Plays near another child often doing the same things, but not necessarily playing with him

Plays longer with one toy

Beginning to wait for turns

Makes definite requests

Insists on doing things own way and at own time pace

Responds to choices better than commands

May be shy of strangers - needs time to look people over

Affectionate, demanding and dependent in relationships

Pretend play based on adult activity (e.g., talk on telephone)

Likes rituals, wants to do things the same way (may also apply to routines such as nap and meal time)

ACTIVITIES

Circle games

Allow for quiet - alone places and time

Opportunity to choose between two or three alternatives

Housekeeping

Opportunity to play near other children

EQUIPMENT

Trucks and cars

Dolls

Housekeeping equipment

Mirrors

Dress-up clothes - male and female

Note: having two pieces of same equipment will encourage social play among two-year-olds

TWO-YEAR-OLDS: FROM AGE 2 TO AGE 3

MOTOR SKILLS

DEVELOPMENTAL CHARACTERISTICS

Whole body Coordination improving:
- climbs steps one foot at a time;
- jumps;
- walks backward;
- runs; pedals a tricycle;
- kicks and throws a ball

Finger dexterity and hand control:
- attempts to cut with scissors;
- imitates lines while drawing;
- takes simple object apart

Builds objects with blocks

Strings beads or spools

Turns doorknobs, unscrews lids

Pours water from one container to another

ACTIVITIES

Sand box and/or water play with containers such as funnels, cans, spoons, etc.

Climbing

Throwing / catching balls

Music - marching or dancing

Table activities:
- puzzles; matching games; coloring;
- cutting, painting, finger painting

Outdoor play - running, jumping, triking

EQUIPMENT

Puzzles and sorting boxes

Blunt scissors, crayons, paper

Beads and Balls

Blocks of all sizes and shapes

Wheel toys and Pull toys

Climbing equipment:
- stairs; ramps, boxes

Sandbox or tub for sand, water, mud or any material that can be poured, sifted etc.

TWO-YEAR-OLDS: FROM AGE 2 TO AGE 3

HYGIENE & SELF HELP

DEVELOPMENTAL CHARACTERISTICS

Can undress oneself, begins to dress oneself but needs help; occasionally initiates dressing

Drinks from cup or glass unassisted - some spills

Feeds self solid food - considerable spilling

Can use toilet or potty chair - needs help

Washes hands and face - needs help

Has usually settled into afternoon nap pattern

ACTIVITIES

Support child's interest in dressing and undressing; provide plenty of time

Allow child to feed and wash himself - with assistance

Assist in toileting without pressure - expect accidents

Plan reading, music and other quiet activities prior to nap

EQUIPMENT

Child size hooks and hangers for clothing

Child sized eating equipment

Stools for sink and toilet

Button, lacing and zipper frames or toys

THREE-YEAR-OLDS: FROM AGE 3 TO AGE 4

COGNITIVE

DEVELOPMENTAL CHARACTERISTICS

Curious - wants to find out about everything

Uses first and last name to identify self

Communication expands:
uses questions as a major communication tool - asks "dumb" questions;
beginning to express ideas as well as wants

Sings simple songs and begins word play

Listens and can be reasoned with verbally

Unable to evaluate own behavior - unable to take the role of another person

Uses fantasy and imaginative play to give meaning to people and events

Concept development:
can match primary colors; names at least three shapes;
can count to five or more; can place graduated sizes in proper order;
begins to understand the concept of size - choose large or smaller of two objects

Begins to understand and use concept of time e.g., noon, yesterday

ACTIVITIES

Encourage conversations with other children and adults

Read and tell stories

Encourage child to tell and retell stories, including original stories

Help child use descriptive terms - e.g., "big red ball"

Encourage child to label, classify and sort objects by size, color, or shape

Encourage development of time concepts - discuss daily and weekly routine in terms of time concepts

Ask frequent questions related to numbers e.g., "how many glasses of milk?" "how many buttons are on that shirt?"

EQUIPMENT

Picture books

Pictures for story telling (from magazines, papers, etc.)

Puppets

Dolls, trucks, pretend animals

Housekeeping equipment

Blocks

Ring tower, kittie in a keg, learning tower

Household objects can be used to count, to label, classify and sort: e.g., buttons, poker chips, dishes, silverware, beans

THREE-YEAR-OLDS: FROM AGE 3 TO AGE 4

SOCIAL & EMOTIONAL

DEVELOPMENTAL CHARACTERISTICS

Wants to please - is more cooperative and conforming than before

Is still egocentric:
own needs & wants are more important than those of others

Some control of strong feelings - e.g., will scream, "stop it" rather than striking out at another child

Concrete fears decreasing but imaginary fears increasing e.g., darkness, dreams, ghosts

Learning to accept some rules

Beginning to accept some explanations

Can play with as well as near small groups (2 or 3 children)

Beginning to take turns

Some sharing may be seen especially with friends

ACTIVITIES

Select picture books about feelings, e.g., friends, fears, family relationship

As children play together help child understand feelings and actions, both his own and others

Make possible time and space for child to play with others

Supervised TV e.g., Mr. Rogers

Puppet or play people to act out fears, to prepare child for new sitations or to explore feelings

Quiet times to talk

EQUIPMENT

Pliable or wooden families and people

Toys that encourage 2 or more children to play together

Puppets

Picture books

Mirrors

THREE-YEAR-OLDS: FROM AGE 3 TO AGE 4

MOTOR SKILLS

DEVELOPMENTAL CHARACTERISTICS

Explores world by doing - wants to touch, move, taste, smell

Whole body coordination:
uses stairs easily; climbs and descends a ladder;
jumps - feet together; hops on both feet;
bounces, throws and catches a ball

Finger dexterity and hand control:
makes line drawings approximating simple shapes;
cuts across paper but not on line; strings small beads;
draws face with eyes, nose, mouth and ears - the features are not yet drawn in proportion or consistently placed in the correct position

Builds blocks into complete structures

ACTIVITIES

Provide space and time for dancing and musical activities

Encourage balancing activities e.g., walking on curb lines, sidewalk edges

Encourage table activities: puzzles, pegs, drawing, coloring and cutting

Provide areas and opportunity for release of energy: climbing, running, jumping, kicking, bouncing, throwing

EQUIPMENT

Balls of different sizes

Balance beams

Climbing equipment:
stairs, climbers, ladders, ramps

Mattresses

Crayons, pencils, pens, mark-a-lots, paper, scissors

Beads

Blocks of different sizes

Construction toys:
tinker toys, pre-school lego

Puzzles and peg boards

Rhythm band instruments (can be made from cans, cartons, etc.)

THREE-YEAR-OLDS: FROM AGE 3 TO AGE 4

HYGIENE AND SELF HELP

DEVELOPMENTAL CHARACTERISTICS

Can take care of routines such as toileting and washing but often needs time to accomplsih these tasks

Frequently initiates dressing

Puts on simple articles of clothing

Can spoon feed self - occassionally needs help

cleans up spilled liquids - needs help

Sleeps for a short time or not at all during nap time but needs quiet rest time

Can place garments on hanger or hook

Likes to have household responsibility:
setting the table for lunch;
cooking;
scouring the sink

ACTIVITIES

Encourage child to care for self - assist when necessary

Allow time for child to care for self

Opportunities to cook and serve food

Provide simple cleaning tasks

Provide books and quiet music to encourage resting

EQUIPMENT

Child size hangers and hooks

Towels and cloths at child's level

Stools and steps in bathroom

Rags & clean-up equipment available

Regular kitchen and cooking equipment

FOUR-AND FIVE-YEAR-OLDS: FROM AGE 4 TO AGE 6

COGNITIVE

DEVELOPMENTAL CHARACTERISTICS

Language:
can carry on lengthy conversations; communicates thoughts and feelings; can define simple words; tells stories with sequential content and detail; can deliver a verbal message and return with a verbal reply

Reads by way of pictures and creates original stories

Can follow complicated directions

Clearly understands the sequence of daily events and deals with concept of time and seasons

Understands concepts:
of space, e.g., by, behind, in front of, middle;
of quantity, e.g., some, many, more, less

Categorizes related objects by placing them in like groups:
places together circles in one group, squares in another, etc.

Knows his own right from his own left, his age, and his name and address

ACTIVITIES

Show the child pictures and ask him to make up a story

Provide a variety of picture and story books

Provide experiences with opposite words; e.g., top-bottom; in-out; on-under; first-last

Help child be aware of time events during the day and seasons of the year

Watch for opportunities in every day activities to use number concepts; e.g., "how many blocks are still standing;" "how many cookies are needed"

Provide time for conversations with the child about what he sees, does, likes

Use size, shape and colors in giving directions; e.g., "put the red glass on the table;" "use the square blocks"

EQUIPMENT

Almost anything in the home can be used to develop cognitive skills - e.g., glasses can be counted, silverware can be sorted

Calendars and weather charts

Books and pictures

Card and lotto games

FOUR-AND FIVE-YEAR-OLDS: FROM AGE 4 TO AGE 6

SOCIAL AND EMOTIONAL

DEVELOPMENTAL CHARACTERISTICS

Increasing understanding and control of feelings:
- better able to substitute verbal threats and statements for direct physical acts;
- behavior is not as impulsive as before; feelings may not dissolve as rapidly as before;
- will stand up for what he wants

Social:
- beginning to find some support from playmates; not as dependent upon adults for approval and recognition;
- enjoys playing with three or more children;
- shows greater awareness of rules; shows interest in the opinions of others

Better able to judge what he can and cannot do but often brags, exaggerates or boasts about himself or his family to other children

Realism is more a part of life - play can be more directed at the useful and realistic but immaginative play is at its peak

ACTIVITIES

Provide opportunity for child to make decisions related to his activities and take credit for consequences of these decisions

Make time and space available for child to be with other children as well as time and space for child to be alone

Pets can provide assistance to a child's social-emotional growth by developing attachment and responsibility

Provide protection for the child's play from the disruption of younger children;
e.g., close a door or arrange furniture to ensure privacy

Provide opportunity for child and playmates to use a variety of types of equipment in their play; e.g., blocks, play dishes, dress-up clothes, play dough, etc.

As children play together help child understand feelings and actions, both his own and others

EQUIPMENT

Equipment that encourages cooperative play, e.g., lotto games, home-made walkie-talkies

Areas in the home for different kinds of activity: group-alone; noisy-quiet

Dolls, cradles, doll house, cars, trucks

Housekeeping equipment - male and female items

Blankets or tents

Pretend people, families, villages and puppets

FOUR-AND FIVE-YEAR-OLDS: FROM AGE 4 TO AGE 6

MOTOR SKILLS

DEVELOPMENTAL CHARACTERISTICS

Uses basic motor skills (such as walking, running, jumping) as part of other play - less for the sake of activity alone

May appear reckless because he still uses his skills to their fullest (e.g., may ride trike at full speed around corner but remains in control)

Skips one step; begins skipping by alernating feet; hops on one foot; runs backward; begins to sommersault; begins to jump rope

Draws forms that are more clearly defined and recognized by adults; begins to print letters but may confuse shapes of letters and numerals (reverses so many will look backwards); may print own name

Small items easily controlled (e.g., beads, pegs)

Cuts shapes out with increasing accuracy

Preference for right or left hand is usually established

ACTIVITIES

Encourage physical activity by ensuring there is time and place for running, jumping, skipping, hopping, biking, skating, sledding, etc.

Encourage dancing and balancing

Provide storage for and space for use of scissors, paper, crayons, pencils, mark-a-lots, chalk, glue, etc.

Encourage threading - beads, buttons, gluing

Provide space, blocks of time and encouragement for construction games - e.g., tinker-toys, blocks, lego

EQUIPMENT

Wagon and tricycles

Large and small blocks

Roller skates

Balance beams

Ball, bats, hoops

Bean bags

Mattresses

Peg sets

Sorting boxes

Take apart toys

Magnetic Alphabets (possible to attach to refrigerator or other metal surfaces)

Record player

Rhythm instruments (can be made from cans, cartons, etc.)

Stilts (could be tin cans with string handles)

Small and large beads for stringing

Sewing boards

FOUR-AND FIVE-YEAR-OLDS: FROM AGE 4 TO AGE 6

HYGIENE AND SELF HELP

DEVELOPMENTAL CHARACTERISTICS

Can dress as well as undress self except for shoes and difficult fasteners

Feeds self with spoon and fork - occasional spilling when in a hurry or distracted

Serves and clears place at table - requires little help

Independent and self-sufficient in washing, bathing, brushing teeth

Can hang clothing on hanger or hook

Takes on small responsibilities:
fetches specific items from a nearby store;
sets the table etc.

Child needs rest but may not actually sleep

ACTIVITIES

Encourage child to dress and undress self

Allow time for child to carry out activities such as dressing, washing, toileting, setting-clearing table

Provide opportunities for child to take on responsibilities

Provide an atmosphere for a quiet time during the day

EQUIPMENT

Child size hooks, hangers, towel racks

Sturdy dishes, glasses and pitchers

SIX-, SEVEN-, EIGHT-AND NINE-YEAR-OLDS
FROM AGE 6 TO AGE 10

DEVELOPMENTAL CHARACTERISTICS

Rate of physical growth slows down

Shows skill in use of body:
eye-hand control developed; can stand on one foot, hop, skip, jump; can bounce a ball; climbs well

Begins to evaluate self and behavior:
concerned about right and wrong; concerned with consistency and individual justice

Understands time and money

Learning to plan ahead

Needs prestige - may boast

Often careless, noisy, argumentative, self-assertive and aggressive

Beginning to assume some household responsibilities:
wipe dishes; sweep, care for own things

Plays in self-made groups - interest in teams and will abide by team decisions

Needs a group of friends; friends usually of own sex, some antagonism between sexes appears and "modesty" is prevalent

Imaginative-enjoys making up plays and songs and is fascinated with monsters and monstrous happenings

ACTIVITIES

Provide space and opportunities for games and activities using whole body

Encourage group play - helps meet need for group and practice of physical and social skills

Provide space, props & time for dramatics and rhythmic activities

Provide space and equipment for creative activities:
art work, wood work, story writing and production

Provide increasingly more freedom

Provide opportunities for taking of responsibility

EQUIPMENT

Most of the toys and equipment listed for younger children will be used by this age group in a more complicated and mature manner.

Games: "Checkers", "Trouble", "Sorry", card games etc.

Bicycle, roller skates and stilts

Books, record player and tape recorder

TEN-, ELEVEN-AND TWELVE-YEAR-OLDS
FROM AGE 10 TO AGE 13

DEVELOPMENTAL CHARACTERISTICS

Rapid growth in weight and height

Rapid and uneven muscular growth:
may be awkward; restless or slow-moving due to rapid growth

Wide range of individual difference in maturity

Adjusting to body changes due to sexual development

Big appetite

Interested in collecting

Interested in money-making activities

Ideas of right and wrong more effected by own age group than adults

Concern with group recognition and approval of own skills and abilities

Embarrassed about showing affection in front of friends

Concern about failure may mean that the young person feels he can't do things that he could do at earlier ages

Strong desire to make own decisions, may contest every adult statement or direction

ACTIVITIES

Expect and allow for opportunities to engage in organized sports and activities

Encourage outdoor play

Provide for many kinds of social contact

Provide opportunity for rest and quiet times

Allow increasing freedom

Ensure that designated responsibilities are carried out

EQUIPMENT

Boxes, shelves or any place that is strictly his own

Record players and records, tape recorder

Radio

Books

Bicycle

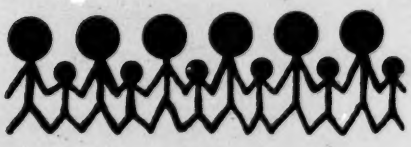
Sports equipment: bats, balls, etc.

Games: cards, checkers

Appendix B

Some Sample Bibliographies

1. Communication Skills
2. Child Development
3. Children's Behavior
4. Children's Activities



Introductory Bibliography

1. Communication Skills

Linda Adams - Effectiveness Training for Women. Wyden Books, publisher. Distributed by Simon and Shuster. 1979.

Dororhy Corkille Briggs - Your Child's Self Esteem. Chapter 18: "Handling Children's Feelings." Doubleday Dolphin.

Elizabeth Crary - Without Spanking or Spoiling. Parenting Press, Seattle.

Adele Faber & Elaine Mazlish - Liberated Parents, Liberated Children. Chapters 2 & 3. Grant and Dunlap.

Haim G. Ginott - Between Parent and Child. Macmillan.

Thomas Gordon - P.E.T. - Parent Effectiveness Training
T.E.T. - Teacher Effectiveness Training

Dinkmeyer & McKey - STEP Parents Handbook. Chapters 4 & 5. American Guidance Service, Inc.

Introductory Bibliography

2. Child Development

Arnold Gesell & Frances Ilg - Infant and Child in the Culture of Today and The Child from Five to Ten. Harper

Ruth Nighberger & Carol Schramm - Child Development for Day Care Workers. Houghton Mifflin Co.

James Humes - The Child Under Six. Prentice-Hall.

Susan Isaacs. The Nursery Years: The Mind of the Child From Birth to Six Years. Schocken.

Niles Newton - The Family Book of Child Care. Harper and Row.

Benjamin Spock - Baby and Child Care. Pocket Books. (New Edition)

Joseph Stone & Joseph Curch - Childhood and Adolescence. Random House.

Introductory Bibliography

3. Children's Behavior

Dorothy E. Babcock & Terry D. Keepers - Raising Kids O.K. The Parent's Guide to Transactional Analysis. Avon Press.

Don Dinkmeyer & Gary McKay - STEP Parent's Handbook. American Guidance Service, Inc.

Rudolph Kreikurs & Cassel - Discipline Without Tears. Hawthorn.

Rudolph Dreikurs & Vicki Soltz - Children: The Challenge. Hawthorne.

Erik Erikson - Childhood and Society. Northon.

Selma Fraiberg O The Magic Years. Scribner's.

Thomas Gordon - Parent Effectiveness Training and Teacher Effectiveness Training.

Ilg & Ames - The Gessell Institute's Child Behavior. Look for the latest edition.

Gerald Patterson - Families. Research Press.

Introductory Bibliography

4. Good, Inexpensive Ideas for Activities

I. Available from National Association for the Education of Young Children, 1834 Connecticut Avenue, N. W., Washington, D. C., 20009.

Baker, Katherine Read. Let's Play Outdoors. $1.50.

Stone, Jeannette Galambos. A Guide to Discipline. $1.50
A simply stated practical guide for dealing with the behavior of young children (including biting, kicking, throwing, etc.).

II. Available from Learn Me, 642 Grand Avenue, St. Paul, MN, 55105.

Baby Exercise Book. $3.95.

Baby Learning Through Baby Play. Ira Gordon. $3.95

Creative Art for the Developing Child. $5.25. Clare Cherry.

Creative Movement for the Developing Child. $3.00. Clare Cherry.

Creative Play for the Developing Child. $6.95. Clare Cherry.

Growing Up Green. $4.95. Adults and children gardening together. From 5-foot "farms" to greenery for the kitchen. Recipes.

I Saw A Purple Cow. $2.95. 100 recipes for learning. Good ideas, things to make, clearly illustrated.

Liberating Young Children From Sex Roles. 80¢.

Mother-Child Cookbook. $3.00. Fierra.

Songs for Children. $2.45. Ella Jenkins.

Sticks and Stones and Ice Cream Cones. $4.95. Phyllis Fiarotta. Versatile craft book from planning a party to tie dying.

What To Do When There's Nothing To Do. $1.25. Boston Medical Center.

Workjobs for Parents. $3.95. Selections from the classic "Workjobs." 40 of the best ideas from the more expensive original. Things to make with and for children with simple materials.

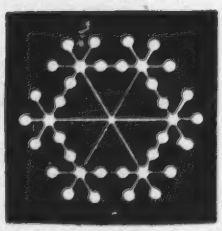
III. Available from Doreen Croft, 741 Maplewood Place, Palo Alto, CA.

Recipes For Busy Little Hands. $2.25. Reciples for paints, play dough, simple foods. Ideas for musical instruments, finger plays.

NOTE: ALL THE PRICES LISTED ARE PROBABLY HIGHER NOW. These are only a few from the many good books available at libraries and bookstores.

Appendix C

"Ideas for a Child Care Notebook"



One idea for keeping track of important information and plans is to keep a harcover looseleaf notebook with section dividers. The same principle can be adapted to a card file or any other organized system. The idea is to have it all in one place and accessible to all those concerned with child care in your center. Included here is a list of sections and information which will probably be useful. The specific organization can be varied to suit group needs. It is important that the book be labeled clearly and kept in a safe place where it can easily be found by those who use it.

Section 1: It is often important to have in writing the reasons for keeping a record such as this. A short introduction on how it was decided to do it that way can help newcomers understand. Another short section telling how to use this book (or file, etc.) could follow. If the content is varied, an index can be included. Colored tag pages can be used to mark the different topic headings.

Section 2: A general information section. A volunteer may not know your organization well enough to know who to call about what. A brochure or description of the organization can be included. Then keep a list of people, responsibilities and phone numbers current. Include any lists of written goals, rules, or any policies in this section. This is also a good place for a map of your space. Include general inside space, outside space, and a more detailed map of any space used specifically for child care. List major equipment. Make a list of supplies and where each item is kept.

Section 3: Make a section for each different group that includes child care. For example, there might be a Monday afternoon group, a Thursday morning group, and a Thursday evening group. Each would have a separate section marked by a divider. At the beginning of each section keep the

following information up to date:

Names of all childcare people who help out at this time
When they are expected to be there
Phone numbers for each
Names and phone numbers of substitutes
Names and phone numbers of anyone who can be called if a problem comes up
Any other special information, like about keys or special arrangments or circumstances

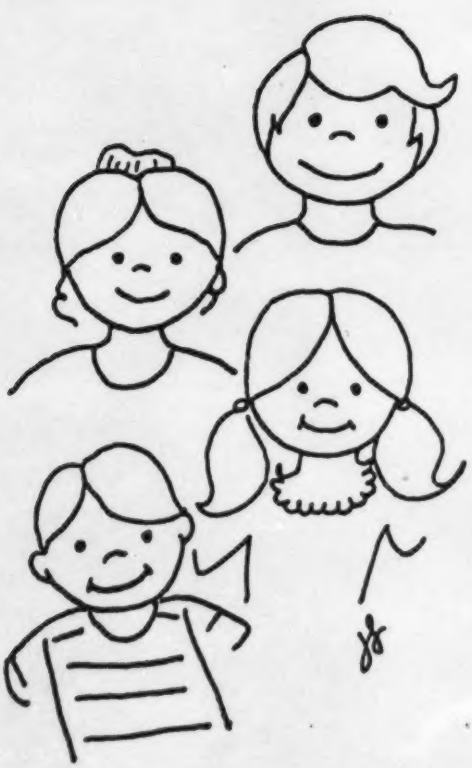
In each section, information can be followed by a page similar to the "Before" & "After" worksheet in Chapter IV. Each planning page has several purposes. It has information about the current child care period. Messages can be passed on here. It can be used for planning purposes, and if kept up, a kind of history is recorded. A number of these planning pages can fill the rest of each group's section. When the book is open to the date, you will have on the left, information and suggestions from last time. On the right there is a form for planning the child care group that is coming up. Messages can be left for any of the caregivers in the small box on this sheet.

Toward the end of each group's section could be information on the children who have come. Each child could have a page that included name, birthday, and parents' names. Up-to-date inforamtion on likes, dislikes, allergies, comfort items and any other facts that might be helpful can be kept here as well.

Each parent center will have different and additional ideas for record-keeping. This is only a guide. The experience of getting together to devise your own system can give a group of parents a clear common purpose and a chance to think out the kind of child care they want.

Near to the child care notebook, it would be useful to have a parent center handbook, a child care handbook, and any other resource books or idea files that you have.

You are encouraged to photocopy as many copies as you need of worksheets included in the handbook.



Appendix D

Some Sample Materials From Child Care Programs at Parent Centers in Madison

1. Goals and Guidelines from Tenney Nursery and Parent Center
2. Four pages from the Child Care Notebook at Parents Place North East

Toddler Time

Tenney Nursery and Parent Center

What Are the Goals of Toddler Time?

To provide a time and a place for people with child care responsibilities to share appropriate experiences.

To encourage positive interaction and communication between parents and toddlers.

To provide a place for parents to form support networks and to learn and share better parenting skills.

To provide a place for ideas and resources to enhance the quality of experiencing and learning for toddlers.

Who Can Attend?

We are a non-discriminatory center which welcomes anyone working with or caring for infants and toddlers, including child care providers, mothers, fathers, grandparents, etc. However, in order to assure a meaningful experience we require that you sign up in advance. (Just call the Center.)

What Do We Do?

When you come, plan to participate together. Allow your child to mingle with the other children, and to enjoy the equipment and activities provided. Your first priority is to your child - observing, talking, playing, and providing assistance as needed - learning about each other.

We also encourage meeting and talking with other adults, as we learn and gain support from one another.

What Do I Do In Conflict Situations?

Realizing conflicts are a normal part of being human, here are some steps toward positive mediation:

1) Give the children involved a chance to work it out in their own way (remember, this may not be your way).

2) Enter in if the children appear to need help or request your aid.

3) Talk to the children by describing the situation as you see it right now, i.e., "I see two children who would both like to play with the same puzzle", or "I see somebody who might like to use the train by himself".

4) Solutions vary - often the best ones come from the children themselves, and usually there is no one perfect solution. What is important is that:

*Children need not be forced to share.

*Negative feelings are natural and not dissipated by a forced "I'm sorry".

*Children need to learn to express negative feelngs without hitting, screaming or crying.

Please use the TNPC staff, Nancy Daly and Kari Wind, throughout your visit to Toddler Time. They are available as facilitators and resource people, and welcome your questions and concerns.

SAMPLE SCHEDULE

Parents Place North East

SUGGESTED SCHEDULE FOR CHILDREN

FREE PLAY (9:00-10:10)

Children are arriving at different times and should be allowed to play with whatever they choose. Some children may need help in finding something to do, and others may need comforting when their parents move over to parents' side. (Especially cnildren that are new to Parents Place) During free play the child care provider should have time to plan and prepare activities and snacks.

CLEAN UP & SHARING TIME (10:10-10:25)

The child care provider should initiate putting away any toys or games by 10:10 and should be getting the children ready for a short group activity. This activity might be singing a song, playing a circle game, or reading a story. (See activity file and child care handbook for suggestions.)

SNACK TIME (10:25-10:40)

The snack should be prepared ahead of time, unless it is being prepared with the children.

ART OR OTHER PLANNED ACTIVITIES (10:40-11:10)

There should be a choice of activities when possible. (See activity file and child care handbook for suggestions.) The activities should be ready when snack time is over. This time could be spent outdoors.

CLEAN UP & QUIET ACTIVITIES (11:10-12:00)

Any clean up and putting away should be started about 11:10, as children and their parents will be leaving at different times. When cleaning up is finished, books or puzzles may be offered, or it might be a good time to read stories or listen to records

PARENTS PLACE NORTH EAST CHILD CARE PROVIDER

Parents Place North East is a non-profit organization, being run on a volunteer basis. We have a child care committee to work with the child care provider in matters pertaining to child care. The committee will also provide some training for the child care provider if necessary. We need a person or persons to provide child care during most hours the center is open, and also during any board and committee meetings. The following are more of the duties the child care provider will be responsible for:

- -supervision of children
- -becoming familiar with the center's child care handbook
- -preparing a flexible schedule to follow
- -planning and providing snacks and activities for children while at the center
- -meeting the needs of children, i.e.,
  - providing attention
  - changing diapers when necessary
  - offering a choice of activities
  - helping to provide a safe and secure environment (indoors and outdoors)

These duties along with procedures and guidelines for child care are further explained in the center's child care handbook.

Child care is not required at all times the center is open. In addition to the child care duties, the child care provider will be asked at times to do the following:

- -opening and closing the center
- -answering the telephone and taking messages
- -miscellaneous staff duties, i.e.,
  - helping with newsletter
  - decorating or arranging the center
  - making signs or posters
- -participate in training that would enhance their role in child care and benefit the person for future employment

GUIDELINES AND PROCEDURES FOR CHILD CARE AT PARENTS PLACE NORTH EAST

GENERAL

There is a child care committee made up of parent volunteers and any child care providers. This committee should meet on a regular basis (as often as necessary) to deal with any matters pertaining to child care.

The cc committee will provide some training if necessary for a child care provider.

The child care provider(s) should keep up to date with this handbook as there may be changes or additions at any time.

Child care will be provided any hours the center is open unless specified otherwise.

There should be a plan or schedule for child care that should be left flexible to accommodate # of children, moods, and ages of children.

This plan for the day should be posted on the board for all to see.

A choice of activities should be offered to try to include all age groups and interests.

The child care provider(s) should attempt to meet the needs of the children at the center, i.e.,

- -provide a safe and secure environment (indoors and outdoors)
- -comfort children when necessary
- -provide attention
- -change diapers or give a bottle when necessary
- -make children feel welcome and part of the group (especially newcomers)

There should be a separate area in the room that is safe for infants and very young toddlers.

Snacks should be served at the table.

Snacks should be posted on the board with the plan for the day so parents are aware of what is being served.

There is a forbidden foods sheet on the refrigerator, where parents can list any allergies or foods they do not wish there children to have. Alternate snacks will be available.

Snacks for infants should be provided by parents.

There is a page of concern included in this handbook, where parents can let the child care committee know what any of their concerns about children might be.

The child care provider should never hesitate to ask parents for help when needed.

HEALTH, SAFETY, AND OUTDOOR PLAY AT PARENTS PLACE NORTHEAST

No childrer should be allowed at the center with communicable diseases.

No child should be left at center without parent or responsible adult (having a prearranged aggrement between parents).

Children should not leave room without the permission of parent or child care provider.

The child care provider and all parents are responsible for watching out for broken toys and equipment, and seeing that they are repaired or removed from the children's area.

The child care provider and all parents should see that all toxic and harmful materials are kept in a safe place.

Toys and play tables should be kept clean, and washed with bleach water from time to time.

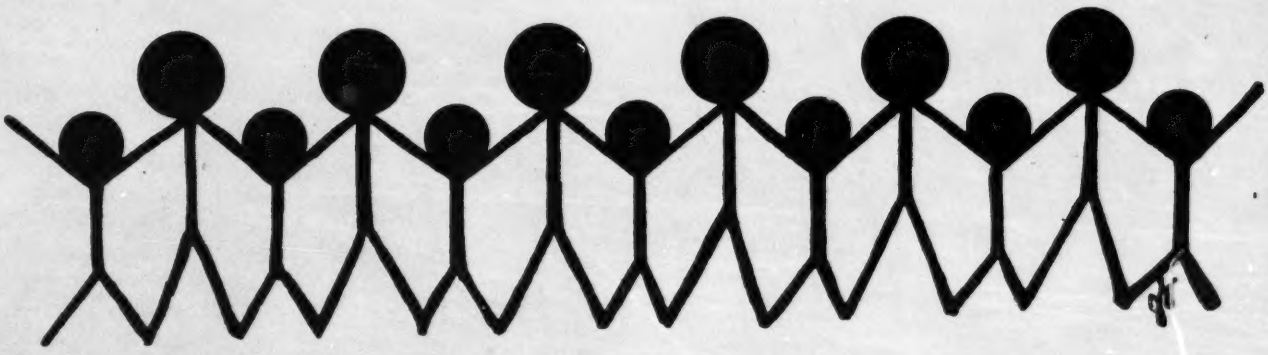
Allergy sheet on the refrigerator should be checked before serving snack.

Parents should be advised of plans for outdoor play as some parents may not want their children to go out.

The child care provider must be aware of the number of children going outdoors, and who they are.

All children should stay in the same area outdoors, unless there is more than one child care provider.

All children must be watched outdoors.

The child care provider should let a parent know when a child has to go to the bathroom, so the children are not left unattended.

There will be a bulletin board in the children's area where the parents can post an "info" card for their children each time they come. This card should have name, age, and any important information that the child care provider should have.